Training Girls for Needs Today

For Leaders, Camp Counselors and Trainers

Edith Sweet

Training Girls For Needs Today

★

A BOOKLET FOR

LEADERS OF GIRLS

CAMP COUNSELORS

TRAINERS

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GIRL SCOUTS
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CONTENTS

PAGE

What Is This Book? 5

Be Physically Fit 8

Use Food Thriftily 13

Find One's Way About In and Out of Town 20

Know Simple Campcraft 27

Find and Utilize Materials at Hand 32

Have a Hobby 36

Take Care of Children 42

Take Care of Old People and Shut-ins 46

Be Kind to Newcomers 50

Know and Use Recreational Activities 53

Release Adults for Other Work 57

Conserve Resources 58

Know Simple First Aid 62

Know How to Cook Out-of-Doors 64

Be Able to Organize Groups 67

Share in Protection Programs 71

Resources in Reading and Radio 76

WHAT IS THIS BOOK?

No person can ever feel a part of his country until he does something for it. No man, woman, or child can be content in time of war unless he is doing his utmost to share in the drive toward victory. The name "Girl Scouts" has always stood for preparedness of self and willingness to serve others. In fact, Girl Scouting is built upon the belief that if a girl has good health, is resourceful, adaptable, and considerate of the needs of others, there is no emergency which she is not ready to meet with assurance and poise, provided she is trained. It is the leader's job to see that in troop meetings girls get this training.

The Program Is Adaptable

One of the tools the leader uses to train her girls is the Girl Scout program. In order to keep the program vital, leaders have always had the task of relating this program to the girls in the troop—their interests, their potentialities, their ages, their abilities, and their needs. When the world changes as rapidly as it is changing today, noticeable changes are made in girls. The leaders, therefore, have the task of putting the program in tune with these changes. This process is not a new one, but one that seems new because of the speed with which the scene is shifting.

Leaders are finding, however, that their task is alleviated immeasurably by the fact that the program is extremely flexible. The necessary adaptations are readily made, they find; and made without changing the basic structure of the program.

This book has been written to help leaders see the extent to which adaptations in the program can be made. As one reads the book, one will see that no attempt has been made to superimpose a "war" program on top of a "peacetime" program, or to supersede an "old" program by a "new" program. What is demonstrated is how the activities in the Girl Scout program (chosen as they were from life itself) can have added vitality today if the focus is kept clearly on the needs of the world and on the part girls can play in such a world.

What Girls Can Do to Help

In wartime, some skills are more likely to be needed than others. Therefore, this pamphlet selects from among the countless suggestions within the Girl Scout program a number of activities which seem especially appropriate for girls at this time.

There are two major realms of usefulness for girls (1) *things they do in order to take care of themselves, and* (2) *things they do for other people.*

The activities outlined in this pamphlet that relate to taking care of one's self are: Be Physically Fit, Use Food Thriftily, Find One's Way About In

and Out of Town, Know Simple Campcraft, Find and Utilize Materials at Hand, Have a Hobby. Activities outlined in this book that girls can do for other people are: Take Care of Children, Take Care of Old People and Shut-Ins, Be Kind to Newcomers, Know and Use Recreational Activities, Release Adults for Other Work, Conserve Resources, Know Simple First Aid, Know How to Cook Out-of-Doors, Be Able to Organize Groups. A section has been added to show how girls can share in protection programs, such as blackouts, air raids, and evacuations.

The suggestions are many, and no one girl or group of girls can possibly explore them all. But, no matter who or where she is, there are answers here for every girl to the question which is on everyone's lips: "What can I do to help?"

The activities suggested in this pamphlet have a three-fold purpose, namely, to help girls to meet emergencies, to lessen for girls the stress and strains of wartime, and to prepare girls to build for the peace to come.

How Adults Can Help Girls to Serve

This pamphlet is designed for use by (1) Girl Scout leaders and all other leaders of girls, (2) camp counselors, and (3) instructors giving leaders' training.

The basis of this book is girls' activities (what might be done; what has been done). These are supplemented (1) by suggestions to help the leader understand and carry these out with a group of girls whether she is in town with her group or is a counselor of girls in a camp; and (2) by suggestions to help trainers handle the material in training courses.

LEADERS

The main purpose of this book for leaders is to give them ideas as to which activities make good beginnings for the girls in their groups who want to prepare themselves for useful service.

Leaders will find listed under convenient headings specific ways in which their girls might start to explore the areas they select. Sometimes these activities are things which already appear in one of the badges, in which case the name of the badge and number of the activity is noted. Sometimes the suggestion is something quite new, or so simplified that it has seemed wise to express it in new words.

Connected with any kind of group activity there are numbers of considerations which any leader must take into account. A few of these have been mentioned in each area to serve as reminders. There are probably many others which leaders will think of themselves.

CAMP COUNSELORS

Camp counselors, too, are leaders of girls. But since they operate exclusively in an out-of-doors situation away from the usual community life of their

girls, certain areas will offer more possibilities for them than others. Camp counselors should remember that, because they are actually living with their groups twenty-four hours a day, they have opportunities which are denied to leaders who have more limited contacts.

The usefulness of the suggestions which are definitely related to the out of doors will be obvious to camp counselors, but they will find many activities in other areas that can be used in camp.

TRAINERS

The responsibility of trainers is to train leaders to train girls to be adequate and resourceful. The activities and attitudes which trainers hope leaders will take to their groups must first be experienced by them during their periods of training to as great an extent as possible. The things which trainers actually plan for a training course will be determined largely by this fact.

Many factors enter into the choice of activities. Some of these are the time the trainer has at her disposal, the kind of place in which the training is given, the degree of interest and ability of the students and of the girls they are leading. The trainer's own abilities also determine what she teaches and how.

In the main, "Activities for Girls" and "Suggestions for Leaders" represents the *what;* "Hints for Trainers" are simply ideas on *how* some of these might be handled and made interesting. Because trainers will want to develop their own methods, these brief suggestions will merely serve to stimulate their own original thought.

This pamphlet, therefore, does not attempt to prescribe *the way in which* a subject is presented, but merely to give a few suggestions that have proved helpful in a variety of teaching situations. For this reason we have included here a few general suggestions that might be helpful to you as a trainer:

1. Be sure to relate the skills taught to actual situations. Help students to see how to adapt or apply them for their own use so that they do not transplant something that might be real in one place and very unreal in another.
2. Instead of teaching single isolated skills or activities, try to use projects in which several skills are combined to accomplish the purpose. The sections "Activities for Girls" and "Things Girl Scouts Have Done" illustrate many group projects which might be adapted to leaders' training.
3. A combination of doing and discussion usually gets the best results.
4. Since visual and auditory aids stimulate learning, it is helpful to use exhibits (things to see and to handle), charts, radio, phonographs, moving-pictures, etc.
5. Interpret this material in the way that will give the leaders a feeling of confidence.

BE PHYSICALLY FIT

Girls should be taught, "my country expects me to be physically fit," because strong bodies and healthy minds are basic to taking care of one's self and taking one's place in the world. This is being both thrifty and self-reliant.

While countless things could be taught under this heading, this course selects three for emphasis:

1. *Know your own physical condition,* through the device of a health examination. This is the starting point for making or keeping yourself healthy.
2. *Form good health habits* re diet, exercise, sleep, clothing, cleanliness, attitude. These automatically help you keep well and fit.
3. *Look out for yourself in case of slight injuries* and common emergencies, such as cuts, burns, bruises. Immediate care avoids future seriousness and avoids the necessity to call upon other people for these simple aids.

Activities for Girls

The activities mentioned below may often be adapted to any age, but for the sake of ease in finding them, reference is made to the publications of the various age-levels.

1. For girls seven to ten years old: see *A Leader's Guide to the Brownie Scout Program,* pages 114 and 115, numbers 1, 2, 3, 5, 6, 8, and references, page 115.
2. For girls ten to fifteen years old: see *Girl Scout Handbook,* "Personal Health," page 252, numbers 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 16; references "First Aid," pages 279 to 281.
3. For girls fifteen to eighteen: see *American Red Cross Textbook; Idea Book for Senior Girl Scouts;* and *Senior Service Scouts and the Defense Program.*

Things Girl Scouts Have Done

1. *Brownie.* In one community where there was a "pre-school round-up," "The Child's Health Record" was familiar material, and was used as the starting point for a health program.
2. *Intermediate.* In Albany, N. Y., the Girl Scouts cooperated with the schools in a health program. Each girl had a health examination form. The health history section was filled out by the girl and her mother, and the medical record was transferred by permission from the school medical record. This formed the basis of health instruction carried on in the troops, and was also taken by the girls to camp and used as their camp health record. The project was sufficiently successful so that it will be continued and developed further as the basis of instruction in health habits.
3. *Senior.* In Cambridge, Mass., the Senior Girl Scouts attended a series of meetings given in cooperation with the Boy Scouts and the Tuberculosis Association, in which there

were speakers on the following subjects: personal health, community health, bacteria in relation to health, food, and safety. As an opening wedge, each girl selected a great doctor about whom she had heard, found out everything she could about him, and reported her findings to the group. This brought out certain health problems common to all communities.

HEALTH HABITS

4. *Port Washington, N. Y.* "After the Christmas rush had subsided, the Brownies without hesitation chose Dramatics for their spring program. 'Why can't we write our own play?' they demanded. We had discussed Health and Safety thoroughly and many times in our meetings, and each Brownie had been presented with a story book called 'Safety,' so it was not surprising that this subject was uppermost in their minds.

"A committee of five Brownies was chosen to do the actual writing. The play was written and the name voted on at a meeting where everyone had an opportunity to suggest a name. It was their own suggestion to have the play center around a mother and her children. The five authors, after much discussion, decided they would like to write the play in poetry—'most of it, anyway.'

"The play, which they called 'Health and Safety Skit' because, as the Brownie who suggested it said, 'That's all it's about,' was given at our last meeting in May. It was a simple story of an average day in the life of a child, with proper diet and rest and other health habits brought into it naturally and with some humor. All our mothers and a few extra guests were invited and served cookies and punch."

5. *Nashville, Tenn.* One Brownie troop's health program was started after the leader had visited each child's home. "Emphasis was placed on proper food, chewing correctly, sleeping in proper clothing, proper ventilation, washing hands before eating and after going to the bathroom, washing teeth, and all the other good health habits best for little girls to acquire. Each Brownie made a health chart and kept it at home. Each meeting they brought their charts and proudly showed them. This idea spread in some homes, and several of the younger and older members of the family made health charts for themselves.

"At the troop meeting, they discussed the proper food, placing much emphasis on pure water, milk, fruit, bread, and vegetables. A visit was made to a milk plant, where they followed the milk from the time it arrived until it was ready for delivery. They visited the City Water Works, and were shown how the water is obtained from the river and purified for their use. They also visited a bakery and followed the making of bread from the time the flour was emptied into the bin until the loaf of bread was wrapped and packed for delivery. A visit was made to a city market, and they noticed the way the fruits and vegetables were kept fresh and sanitary for the market."

6. *Manhasset, N. Y.* "One Brownie troop carried a Health and Safety project over many meetings. A registered nurse talked to them about illness, and what little girls can do to prevent it. A dentist showed them his office and tried to help them overcome their fear of a dentist. A policeman talked to them about safety and their part in it. They visited the fire department and heard all about fires and their prevention. Sheffield Farms Milk Company showed them a movie and told them all about milk. (Free milk was given to all present.) Another meeting was given to dramatizing every-day health habits. A physician was visiting that day."

7. *Lawrenceville, Ill.* "The younger troops made a chart showing materials for clothing suitable for different temperatures. Learning to read a thermometer was part of this project."

8. *Cedarhurst, N. Y.* "Second class girls working on the Personal Health Badge covered discussion on food, sleep, posture, colds, etc., collected food recipes, studied lives of famous doctors and scientists, and made a troop file of health pamphlets."

9. *Newburgh, N. Y.* Seniors carried out an eight weeks' program under the slogan "Are You Good Advertising Copy?" "The girls who took part (563 of them) scored themselves at the beginning and end of the eight weeks' period on points listed under headings of: 'How much do you tell of yourself by your dress?' 'How much do you tell of yourself by your

voice?' and 'How much do you tell of yourself by your carriage?' During the eight weeks, troop activities that emphasized good health were chosen. Not only did the girls become more conscious of the importance of health as a key to helpfulness, but more than two-thirds of the entire community became interested through opportunities to cooperate in the project."

10. *Rochester, N. Y.* A "Time and Energy" chart has been devised which shows how girls are spending their time. "Stick-figure pictures symbolizing various activities, such as going to school, walking, helping at home, playing games, are cut out and pasted on a block-chart which is divided into morning, afternoon, and evening sections for each day. The charts are the basis of health teaching."

11. *Oranges, N. J. (camp).* "A Health and Safety Council carries on the following activities: Waterfront, Health and Sanitation, Buildings and Grounds, and Fire-Prevention. The activities have included clean-up of the camp and grounds, clearing of roots from paths, picking up papers, all-camp posture days, fire drills and fire rules, fire charts of the location of all fire-fighting equipment. Everyone in camp who was interested was welcome to participate in the activities. In each encampment, the Council had an average of twenty girls."

FIRST AID

12. *Brownies.* "The members of a Brownie troop made covers for their home telephone books, featuring the numbers to be called in case of emergencies. While Brownies' hands were busy making a tangible thing, they were learning important facts.

The cover looked like this—

Doctor	Police
Nurse	Fireman
Drugstore	Hospital

But cutouts or sketches illustrating the point were drawn in—helmet for fireman, R.N. for nurse, traffic signal for police, etc. While this was being done (one a week), a ten-minute visit was made by the person whose block was being filled out that day. Visiting nurse showed what she carried in her bag, fireman demonstrated 'bag of tricks,' etc."

13. *Ivy Troop.* "In the Ivy Troop, each made a First Aid Kit. Cigar boxes were used. The gold paper was scraped off, the boxes painted white, then enameled, and a Red Cross painted or pasted on the exact center of the box lid. A printed list of contents was pasted on the inside of the lid. A discussion of contents needed to make a simple kit was carried on at each of four meetings. Four outside people were brought in to talk on first aid during this activity: a doctor who spoke on 'What First Aid Is and Is Not,' a nurse who spoke on how to use simple equipment, a mother who spoke on common needs for first aid in the home, and a leader who spoke on Girl Scout first aid."

14. *Seniors* took Red Cross First Aid Course.

15. *Nassau County.* "'Safety in the Home' was illustrated by an exhibit of two model homes: one the safe way, and the other the unsafe way. Mr. Sidney Hancock, American Red Cross, talked to and advised the girls of this troop in this project."

16. *Springfield, Vt.* "Special project on Personal Health based on Warren Co. project was carried out by the 3 V. Club. ('Vigor, Vim, and Vitality make for Victory.') Schools, service clubs, R.-T.A., American Legion Auxiliary, and church groups are all working together on plans to make the Girl Scouts of Springfield a group trained not only in techniques for service but in self-preparation."

17. *Newburgh, N. Y.* "Girl Scouts cooperated with the Chamber of Commerce, fire department, school boards, and daily press in a Spring Home Safety Project. Fifty exhibits and twenty-seven posters were arranged by the troops and displayed throughout the city by cooperating agencies and merchants. Large store windows were used for demonstrations of right and wrong in room arrangements and in exhibits of home safety appliances that could be made by 'teen-age girls or younger. Rooms chosen for demonstrating the right and wrong included the following: laundry, cellar, storeroom, garage, kitchen, attic, bathroom, and bedroom. Girls of all age-levels participated."

18. *Saratoga Springs, N. Y.* "Received award from Public Relations Division at time of convention for their Bicycle Safety Education Campaign. Well written up in *Copy*.

Suggestions for Leaders

In carrying out activities in this area, here are some of the things leaders need to be aware of:

1. Recognize that the subject of health has not been made particularly glamorous, but can be if it is tied to the country's needs and to the girls' point of view toward their looks, games, sports, clothes, food.

2. Every girl should know where to get help in an emergency—doctor, hospital, drugstore, fire department, police, ambulance.

3. Knowing about these things is not enough for the girls. Actual performance clinches their knowledge and starts good habits. Performance may include: making and keeping charts, visiting health department or fire station, making first aid kits, writing a dramatization. Plan your meetings around "doing," and the interpretations can be fitted in where opportunities arise.

4. Parent cooperation is essential in order to stimulate parents to cooperate in a health program, and thus not take away from the home its responsibilities and prerogatives. Plan with your girls some small part that the parents can plan in the troop project so that their interest in what you are doing will be real.

5. There are people in the community who can help to get girls excited about health and safety—nurses, doctors, police, firemen, public health workers, health centers, safety councils, Red Cross, public utilities, dairies, department stores on the proper clothes angle. Try to get one to come to your troop meeting to talk with the girls, or "take the mountain to Mohammet" and plan a visit for the troop to one of the above agencies.

6. Know what health projects and programs for girls this age are being carried out in the city, schools, health centers, and any other group.

7. Take health naturally. Avoid getting jittery and introspective.

8. In projects involving health examinations, know:

a. Why we advocate health examinations for girls.

b. Why we consider our examination form best.

c. What the local council is doing or thinking in regard to health promotion.

d. How local facilities may be used in arranging examinations for the girls.

e. Ways in which the problem of financing may be met.

f. How and where the records shall be kept.

g. Why follow-up is important.

Hints for Trainers

See "Trainers," page 7.

SKILLS AND ACTIVITIES

In the following list are things that might be *done* in a course. Always make certain that these are related to *girls'* needs.

1. Dramatize (a) right and wrong way of crossing streets and riding in cars and busses, and (b) discovering a small fire in home and its proper treatment.
2. Make and equip a sample first aid kit at minimum cost.
3. Demonstrate ability to use items in the kit.
4. Put your own arm in a sling; bandage your own finger; remove a sliver; tie up your own ankle; etc.
5. Make an interesting chart on health habits, such as, food, clothes, posture, sleep.
6. Fill out a Girl Scout health examination form.
7. Keep chart of meals eaten for a week and check these against basic food needs.
8. Make an exhibit (using actual food or pictures) from which an adequate diet for girls of a selected age-group might be prepared.
9. Dramatize different ways of walking, sitting, standing, etc., and make clear what is good or bad about these and why. (This might be done through human shadowgraphs or the small cut-out variety.)
10. Assemble an exhibit of good and poor types of shoes for girls of Scout age.
11. Build a simple project around the principles of fire-prevention (exhibit of common fire-hazards in the home; demonstration of treatment of fires, etc.).
12. Demonstrate rescue and resuscitation as recommended in the Red Cross Life Saving courses.
13. Work out a skit on the relation of health habits to the social life of the average high school girl. This could be humorous but *with a purpose*, showing the common tendencies toward unhealthful diet, lack of rest, etc., and their result in lowered vitality.

DISCUSSIONS

In the following list are things that might be *talked about* in a course. Always bring out the importance of this subject and its general scope.

1. What an attitude toward "being physically fit" should be, and how to get girls interested in it.
2. What the community offers to make strong healthy citizens—exploring resources, using them and cooperating with existing agencies and institutions.
3. How to use a Girl Scout health examination form once it has been made out.
4. What the "common emergencies" are that a girl should take care of herself, and how she should meet them.
5. Safety rules for roller skating, bicycling, etc.

USE FOOD THRIFTILY

Girls should be taught, "my country expects me to know what to eat and how to prepare it at a minimum cost," because when costs increase and variety or amounts are limited, people must still eat nourishing and palatable food.

Under this heading, things important for girls right now are to:

1. *Know food values and substitutes.* Markets may be limited, and this knowledge will enable them to make the best of what is available.

2. *Know how to buy.* Prices will go up and incomes probably will not, so it will be necessary to get the most for one's money.

3. *Cook and serve foods.* The way foods are cooked and served affects their actual nutritional value.

4. *Can and preserve foods.* This prevents present waste and provides for future needs.

5. *Garden.* It is possible to raise products which the market can't supply. In some parts of the country, procuring wild fruits and berries, or raising chickens, etc., would serve similar purposes.

Activities for Girls

In the following list are things that the leader might help girls to do:

1. For girls seven to ten years old: see *A Leader's Guide to the Brownie Scout Program,* page 132, numbers 2, 6, 9, 12, and reference; for girls of all ages, see *Girl Scout Handbook.*

2. *Values.* Know food values and substitutes. (Cook badge, numbers 1, 2, 3, and 4; Foods badge, numbers 3 and 4.)

3. *Buying.* Know how to buy. (Cook badge, numbers 6, 7, and 9; Foods badge, numbers 1, 2, 5, 8, 10, 11, 14, and 19.)

4. *Cooking.* Know how to cook and serve. (Cook badge, numbers 4 and 6; Foods badge, numbers 13, and 21, 22, 23.)

5. *Canning.* Know how to can and preserve. (Foods badge, numbers 12, 16, and 17.)

6. *Producing.* Know how to produce (gardening, etc.). (Gardener badge, numbers 3, 4, 14, and 15.)

7. *Consumers' Group.* Older girls might be particularly interested in a consumers' group, if there is one in your town (what its literature and program is); or in a cooperative group.

8. *Home-made Foodstuffs.* Make at home certain foodstuffs which can be bought ready-made. Compare quality and price. Example, chocolate syrup is 10 cents a can if purchased; if made at home with same materials, it costs half as much.

9. *Wild Greens.* Use wild greens for food. A pamphlet called *Food and Health from Wild Greens or Pot Herbs in New York State*—free from New

York State Department of Health—is not only a good reference, but suggests many activities along this line. The Utah Agricultural College, Logan, Utah, publishes a similar pamphlet called *Types of Greens or Pot Herbs Used in Rural Utah Homes.* Other state agricultural or extension departments probably do so, too. Additional references are: *Edible Plants* by Medsger, and *Weeds* by W. C. Muenscher, both published by Macmillan.

Things Girl Scouts Have Done

1. *Nashville, Tenn.* "Brownie Troop No. 64, a troop composed of sixteen girls from a low income area and from crowded home conditions, stressed things that build strong, healthy bodies and the reasons back of health rules. They discussed the proper food, placing much emphasis on pure water, milk, fruit, bread, and vegetables. A visit was made to a milk plant, where girls followed the milk from the time it arrived until it was ready for delivery. They visited the City Water Works and were shown how the water is obtained from the river and purified; visited a bakery and followed the making of bread; and visited a city market and saw how the fruits and vegetables were kept fresh and sanitary for the market.

"The girls decided they wanted to plan and prepare a dinner. The day of the dinner, the girls were divided into three groups with an adult with each group. One set the table and got the dining room in order while another prepared the food. The third group washed dishes and cleaned the kitchen and dining room. The menu was simple, but each little girl enjoyed the planning and learned much about the food."

2. *Mount Vernon, N. Y.* "As their part in a 'Nutrition and Health Month' project carried out in Mt. Vernon last October, the Girl Scouts kept diet charts over a two weeks period. Thirteen troops took part, including two Brownie and two Senior troops. These charts showed the number of times per week their diet included (1) fresh fruits or juices, (2) cereals, (3) potatoes, (4) green or yellow vegetables, (5) other vegetables, (6) meat, fish, poultry, beans, dried peas, (7) pie, cake, candy, (8) butter, (9) milk, (10) eggs, and (11) bread.

"The Senior Girl Scouts compiled the information from the charts. Miss Vaughn, State Nutritionist, met with local director, commissioner, and Health and Safety Adviser to analyze the findings. Need for better nutrition was recognized as a result of this analysis so that the council decided to launch a project in nutrition as the Girl Scout contribution to preparation for defense.

"They based this project on these three factors:

a. Since the findings showed a need for better nutrition, nutrition seemed a logical place to begin.

b. The whole family, and therefore the whole community, would benefit if, through the activities of the Girl Scouts, the family diets were improved.

c. If girls were trained in planning and cooking the meals, the mothers would have time for work which the girls could not do.

"They are now working on plans which will include:

a. Education in the selection, preparation, cooking, and serving of foods.

b. Study of buying with emphasis on the comparative values of fresh and canned foods, substitutes and possibilities in the use of unmarketable products.

c. Emphasis on the protective food groups, since the analysis of the charts showed the lack of these in the diets.

d. Actual cooking, both indoors and out, and particularly for mother-daughter cooperation and the use of community resources.

e. The Girl Scouts plan to carry this program through until summer and then have it become a part of their camp program, as well. It is too early to give any details as to how this will be done."

3. *Tucson, Ariz.* Menus of stable body-building food were made up and tested by troops. Discussion on menus followed.

4. *Cooperstown, N. Y.* Made health charts; discussed balanced diet and menus, food values, and needs.

5. *Lexington, Ky.* Participated in marketing, cooking, and serving meals in Utilities Model Kitchen under supervised instructor.

6. *Denver, Colo.* One group took a two-hour tour through food packing plant, emphasizing health and sanitation used to protect community.

7. *Norwich, Conn.* Preserved edible wild plants.

8. *Michigan City, Ind.* "Effective and practical were the two window exhibits arranged by the Public Relations Committee in Michigan City during Girl Scout Week. Each window, one in a grocery store, and the other in a department store, was turned over to the members of a Senior Girl Scout troop. The girls who assumed responsibility for the grocer's window display planned economical meals for one week for a family of four and made up their list of foodstuffs needed to prepare these meals. They selected the supplies listed and arranged them in the window around a large market basket. In the background, the girls used a large replica of the bill of sale covering the price of each article and the total cost. In addition, they used Girl Scout posters and a placard explaining that the Senior Girl Scouts of troop No. 3 chose thriftily this well-balanced week's grocery supplies for a family of four."

9. *Camp Juliette Low.* "Campers planned thrift dinners and suggested menus to the dietitian who chose the best. Each time, from $5 to $7 was saved without the loss of necessary food values. This money was then donated to the county chapter of the Red Cross, designated for overseas relief.

"Sample menu: Turnip greens (cooked with meat), corn pone, buttermilk and sweet milk, sliced tomatoes, apple pudding, butter."

10. *One troop,* "with the help of the local branch of the League of Women Voters, investigated the comparative values of different brands of canned peas and canned tomatoes. They found out the amount of solid material in each can, its taste and cost, with a view to discovering which of the various brands available in their neighborhood were actually the best values. This investigation soon led to a study of labels, how far they could be trusted for accuracy, the need for standards in labeling, and pure food and drug laws. The troop finally concluded that no one consumer, or even a small group, could accomplish much, but that many groups working together could effect real changes in standards."

11. *Another group* "became interested in studying the workings of a local consumers' cooperative. This led to the study of cooperatives in other countries, particularly in Scandinavia, and in comparing local cooperatives with them." (See also *Senior Girl Scout Planning Book,* pages 24, 27, 47.)

12. "*Senior group* adopted a mythical family, and planned meals to fit different members, exhibiting trays with these meals at the County Center. The family consisted of mother who does own housework; father, truck driver; auntie, dressmaker; big brother, on football team; little sister, four years old; grandma, invalid and toothless."

13. *Nashville, Tenn. (camp).* "The lake is full of wide mouth bass which many girls were able to catch. Not only did the girls learn proper casting techniques, care of rod and reel, the thrill of pulling in a fish, but also to take necessary precautions to comply with State fish regulations. A group of ten-year-olds, sitting around tables in their troop house smacking their lips over fish they had caught, cleaned, fried, and were now serving to twenty people, is a picture they, and we, will never forget.

14. *Camp Juliette Low.* Many program activities centered around the making of blackberry jam. The following is from the report:

"An especially luscious berry crop and the approach of the Mountain Fair stirred the gypsy unit to a revival of the Blackberry Jam Week celebrated in other years. They got the whole camp to pick the berries with much weighing-in to see who had most. Then such a measuring, washing, and stirring you never saw. All one day the gypsy kitchen was fragrant with the warm smell of jam cooking. At dinner there was a proud array of

dozens of jars. Not to be outdone, another unit took over the idea and specialized in huckleberries. Here they found a by-product. Huckleberries make a great deal of syrup. Since this group was also selling home-made ice cream at the Fair, they combined the two into huckleberry sundaes. After the first dubious taste or two by early customers, the stand was mobbed. Jam and sundaes proved two best sellers at the Fair."

15. *Minneapolis (camp)*. "Much attention is given to training girls in planning and budgeting for meals. A separate shop holds the outdoor cooking supplies, and an assistant dietitian acts as the storekeeper and consultant for the girl shoppers."

16. *Greensboro and Guilford Co., N. C. (camp)*. "It had its small beginning this way. A small dark-headed 'Fire Fly' sat on the couch. Sunday morning Camp Council was in progress. She had sat still long enough. Her time had come to speak. She spoke. A garden Tour was what she wanted, the idea being that each unit was to have a garden (any size, any type); each cabin or tent in each unit was to have a garden. The tour was to be conducted much like a city garden tour with guides, maps and posters, and hostesses. Her idea was not carried out to the fullest but a start was made. From this small start we sincerely believe much gardening will be done next year. In front of the office, where all the campers go daily to the store and for their mail, plants were put. Campers began to ask questions about these plants and to show an interest in their cultivation. At another Camp Council, the remark was made by an older Scout (senior age), 'How nice it would be to grow our own tomatoes and corn—beans and such.' The suggestion was this: troop camps start a garden in early spring and tend it till established camp opens. The members of that Camp Council saw the possibilities of canning and preserving as well as entering the County Fair."

17. *Saratoga Springs, N. Y. (camp)*. "This May, while the Junior Camp Committee members were helping to open camp, we happened to mention that most food prices in Saratoga County had gone up 30%. 'Why don't we make a garden?' someone asked, and it was started that very week-end. We were presented with some tomato and cabbage plants and bought a few seeds of fast-growing vegetables, since it was already late. Some sprouted potatoes were also put in. Girls living near the camp were able to pull the garden through the bad drought we had in June. By camp time, the garden was doing well and was kept watered in dry periods by 'bucket brigades' (learned while being instructed in fire prevention). When the campers stayed overnight, they were able to sample some of the garden. By the time established camp opened, the garden was able to provide us with several things. It also provided for the closing camp period. Although it was just a pocket-handkerchief of a garden with a scarecrow almost as big as it, we felt it was a worthwhile experiment that taught many girls how to provide for themselves and others in an emergency. Next year the girls want to start earlier and make a larger garden.

"Besides our garden produce, we were able to utilize other foods on our camp property. Strawberries and raspberries were made into jam or used for breakfast or shortcake. Some jam was presented to neighbors. Mint and watercress, which we had planted along our spring brook, were also used."

18. *Buffalo, N. Y. (camp)*. "The dining room counsellor mentioned in staff meeting the wasted butter, jam, and other foods left on plates by campers who took more than they could eat. Each counsellor at the head of the tables then encouraged the children not to leave food on their plates. Also, when cooking out, emphasis was put on ordering only what could be used."

19. *Flint, Mich. (camp)*. "Campers were helped to use food thriftily by:

a. Checking trail and unit cooking menus and suggesting substitutes when advisable because of cost or duplication in use.

b. Helping older girls find ways to use small amounts of good food left over from lodge.

c. Teaching them to be able to cook with equipment found on trail or at hand, and to make substitute stoves when needed or wanted.

d. Helping teach them proper serving of foods and setting of tables, as well as proper methods of dish washing.

e. Helping the older girls with the ordering of food, in some cases."

Suggestions for Leaders

In carrying out activities in this area, here are some of the things leaders need to be aware of:

1. See if wholesale and retail markets will permit you to examine their stocks and methods of keeping and selling; have some of their men talk to your group; have someone tell you what foodstuffs are likely to be short or cut off, with demands for them coming from elsewhere. Discover satisfactory substitutes.

2. Get some housewives to "take on" small groups of girls for cooking, canning, preserving, and serving of food.

3. Consider possibilities of girls working in summer, afternoons, and week-ends, on some of the surrounding farms, or of having girls start either small gardens of their own or several cooperative gardens. Parents would probably gladly furnish seeds. Such a single project, from finding the right place for a garden, preparing soil, planting, through to harvesting and selling, would bring community good will.

4. Discover what losses there are in growing non-salable foodstuffs and what could be done with them; i.e., surpluses of apples, berries, or "not quite perfect" products might be found available for preserving and canning, and even for sale.

5. Week-end camps are unrivaled opportunities for girls to learn how to plan for a period of time satisfactory meals for themselves and others.

6. Remember that, while knowing how to buy, cook, serve, preserve and garden are always assets, the emphasis at the present time is to do these things *thriftily,*—i.e., saving foods hitherto lost; substituting those not used before; getting the most for one's money; making simple nourishing meals attractive; growing needed—not luxury—vegetables or fruits; doing these things on budgets less than one has ordinarily had.

7. Be sure to cooperate, not interfere, with homes.

8. Find out if there are any centers in your community where food is distributed, such as soup kitchens. Where does money come from? Who buys the food? Who cooks it? Who has a right to eat it? Could Girl Scouts help with this?

Hints for Trainers

See "Trainers," page 7.

SKILLS AND ACTIVITIES

In the following list are things that might be *done* in a course. Always make certain that these are related to *girls'* needs.

1. Demonstrate ability to plan menus, and chart them over a period of time.

2. Cook simple foods, cheap foods, substitutes for those originally planned. Make a meal out of things ordinarily thrown away, i.e., soup from bones, dessert from crusts, sour milk, etc.

3. Trace the sources of foods in one meal back from the table to stove, to pantry shelf and icebox, to retail store, to wholesale, to how it got to your community, to its original source. Find out the money involved from beginning to end. Find out the people involved from beginning to end. Note those that are "natural" versus manufactured, or treated versus *ersatz*.

4. Starting with an actual family menu for a week, find out the proportions of cost that go into meats, vegetables, fruits, desserts, etc. Learn the food values of these items, and work out menus for an identical period of time for less cost, with similar food values.

5. Pretend that a family has unexpectedly received a gift of a crate of peaches (or some other type of food in large quantities), and plan ways of utilizing it thriftily.

6. Have each member of course decide on some ways of saving one dollar on her own weekly food budget. Experiment with it and report results to training course group.

7. Do some simple food canning, such as a troop might attempt.

8. Develop party refreshments for the training course members out of odds and ends of food which might be found in the average family cupboard.

9. Given some inexpensive basic food materials, have small groups in course compete in producing an appetizing dish from them, either at an indoor supper or on a hike.

10. Make a plan for starting and carrying through a simple gardening project for a troop.

DISCUSSION

In the following list are things that might be *talked about* in this area. Always bring out the importance of this subject and its general scope.

1. Since cooperation on part of parents, housewives, food stores, etc., is essential in this area, the leader needs skill in (a) interesting them through the girls or doing it herself, (b) knowing how to get small groups started on various inquiries, rather than a whole troop at one time, which would inconvenience stores, housewives, etc., (c) knowing how to break down a big project into smaller parts in order to make the whole go.

2. How planning foods on a limited budget, for a given number of people, can be made interesting to sophisticated girls.

3. Why and how the planning of foods may be affected by the country's present emergency.

4. How your community could support itself without anything coming in from outside.

5. How to start and carry through a gardening scheme.

6. What present wastes are common and how they could be avoided.

7. How to prepare large-value small-cost meals for little children (older girl project).

8. Whether a community, or a family, can keep itself properly nourished with little dependency on outside sources.

9. Which foods keep men, women, and children healthy, as against the kinds of foods now casually accepted as essential.

10. What is wasted in the home and community. The story of thrift in foods.

FIND ONE'S WAY ABOUT IN AND OUT OF TOWN

Girls should be taught, "my country expects me to know all about my community and the country-side around it," because community survival depends largely on transportation and communication within and between communities. The following are selected for emphasis under this heading:

1. *Know town and roads.* Either you or someone else may need at any time to know how to get to or communicate with given places swiftly.

2. *Know community facilities for emergency demands,* such as fire, police, water supplies, hospitals, doctor, drugstore, telephone, and telegraph. In case of emergency, the demand for any of these requires immediate, accurate, and reliable response.

3. *Use landmarks, stars, compass,* maps, trails, signals, etc., to move about, in light or dark, inside community and in the vicinity. One should not be completely dependent upon the usual means of travel.

4. *Know how to get from your town to another,* by cross-country going, land or water, if regular means of travel are disrupted. Being able to get directly and quickly from one place to another outside of a city or town may be essential.

5. *Know means of communication* in order to reach points within town or outside of it, by phone, wire, radio, signaling of various kinds, etc. When one kind of communication is out of use it is well to know another.

Activities for Girls

In the following list are things that the leader might help girls to do. These activities may be adapted for girls of all ages. In general, the younger girls work in their own homes (or camps) and neighborhoods, while the older girls increasingly take part in community or wide-range enterprises. For further activities in this area, as well as references, see *Girl Scout Handbook,* chapter "The Out-of-Doors," pages 532 to 599.

1. See Transportation and Communication badge, numbers 2, 5, 8, 14, 15, 18, pages 193-197, *Girl Scout Handbook.*

2. *City Streets.* Read and follow maps of city streets. Study all kinds of maps—road maps, geological survey maps of section, etc. Know what is on a map and how one deciphers it.

3. *Neighborhood.* Make rough sketch-maps of own neighborhood, picking out important points that are landmarks—church steeples, etc. Also know where drugstores, doctors' offices, schools, etc., are.

4. *Agencies.* Make maps of city showing principal agencies like Red Cross and City Hall.

5. *Roads.* Make maps of roads leading out of town. Know side roads that nearly parallel main roads.

6. *Directions.* Practice giving directions verbally or by map; practice following verbal directions.

7. *Reports.* Practice making verbal reports on directions taken or things seen.

8. *Hikes.* Go on progressive series of hikes on foot or bicycle. Practice Scout pace.

9. *Cross-country hikes.* Practice cross-country going: short hikes progressing to long (Hare and Hound races). Follow directions. Learn how to climb fences—wire, wood, and stone—without injury. Practice walking trestles and fences. Follow brook and river beds.

10. *Travel.* Practice getting to a certain spot the quickest way.

11. *Mobilization.* Evolve ways the troop might be "mobilized" the quickest way.

12. *Compass.* Use a compass and follow a bearing cross-country.

13. *Stars.* Tell compass directions from stars, sun, etc.

14. *Landmarks.* Learn landmarks seen from afar and how to get bearings from them. Learn own territory in relation to river, lakes, tall steeples, railroads, etc. Identify them in the dark as well as in the daytime.

15. *Trailmarks.* Develop certain trailmarks that could be used by any troop in the city to indicate the path taken by a group of Girl Scouts. Use chalk or crayon marks, not just stone marks.

16. *Bicycles.* Ride bicycles over rough ground. Learn to repair them. Learn when to walk. Have bicycle in readiness. Have equipment that helps, but does not hinder.

17. *Telephone.* Learn to use telephone.

18. *Emergency lists.* Have lists of places to call in emergency.

19. *Signalling.* Learn to use flags and lights for signalling. If near water, know what lights are used on boats and what they mean. Demonstrate ability to send a message by signalling. (See Explorer's badge, number 4.)

20. *Airplane beacons.* Know about airplane beacons—what they mean for safety, etc.

21. *Home safety.* Learn precautions for home safety, and how to prevent fires and accidents.

22. *Fire.* Know what to do in case of fire, whether small or large; where to call for help, etc. Know what to do in case of a big fire in city.

23. *Judging.* Learn to judge distances. Check for accuracy by measuring. (See Explorer's badge, number 5.)

24. *Night.* Demonstrate ability to get about at night, through use of stalking games and other means.

Things Girl Scouts Have Done

1. *Walterboro Gypsy Trip to the Mountains.* "The great day had come. Some of us had never seen mountains; some of us had never been in boats; *none* of us had ever been on

a gypsy trip! We sat panting and chattering on the steps of the Methodist Church until the bus rolled up. Mothers waved goodby; we finally checked the final lists and were off. We started at once to try to sing every song in 'Sing Together.' We played games (that committee had some humdingers! Did you ever 'travel' and play 'Geography?')

"Here was Blackville. We had to see Mr. Caughman, favorite teacher last year. Here was Trenton and Mrs. Young, favorite teacher and assistant leader in our troop the first year. She had a darling baby, and soft rugs and pillows for the rest hour we took with the baby. We didn't think we could; but the leader looked stern and it was so quiet some of us went to sleep! When we woke we had lunch out on the table by the joggling board in the yard. The lunch was delicious. After cleaning up, collecting our things, and giving a final hug to the baby, we went on our way again, refreshed.

"The hills grew longer and taller. The school bus rolled merrily up them until at last we came to our third stop for the day. We lay on the back lawn and played with the dog. Then inside to wash up for the most marvelous supper, which was served on the lawn. There were sandwiches and frozen salad, fried chicken, cake, ice cold lemonade, and ice cream cones. Here we collected our folding canvas cots (borrowed from the armory and brand new) and went quickly on, around real curves now and up real mountains. We held each other's hands and clung to the side of the bus, but Mr. Whitney just laughed at us, so we sang some more to show we weren't afraid.

"At dusk we came across rustic bridges to the side of the Lake at Table Rock Park, and found the forester. With him, we took our beds and puffed up the slope to a beautiful stone shelter. There was a fireplace in the wall against the mountain, but the side toward the slope to the lake was open. By the flickering firelight we unrolled our blankets as quickly as possible and sang Taps.

"Next morning, we were so eager to explore we could hardly wait for breakfast, but the cooks soon had it ready while we took down our beds and made blanket rolls. Over the stone fireplaces they cooked bacon and eggs, toast, and cocoa. This they served with fruit juice and jam on the rustic tables. Cleaning up came next and blanket rolls were returned to the bus. At last we could get out in the row boats on the clear blue water. Then finally swimming! The beach was sandy and shallow for those who wanted to stay close in. The diving tower was thrilling to the Life Savers and expert swimmers. The lifeguards sat on a little tower and kept all our watches. When the whistle sounded for us to get buddies for the last time and get out, we were agreed that we wanted to come back sometime and stay longer.

"On we went into North Carolina. The mountains were higher than ever, and the river beside the road kept plunging over beautiful falls. There were banks of laurel in bloom. There were mountain sides that were solid cliffs of rock (and most of us had never seen rocks bigger than pebbles). There was an old water mill. The cooks prepared lunch for us and we ate it beside the stream. We went into the Pisgah Forest—higher than Asheville. At last we came to the Pink Beds camp ground. Here we had hoped to sleep, but it was so windy we had to sleep under shelter. Hot soup and a good stew on crackers tasted wonderful. Mr. and Mrs. Wreen came for our campfire.

"Next morning was crisp and sunshiny. Again the cooks prepared breakfast on the little fireplaces and served it on log tables. Again there was hot cocoa, fruit juice and toast, but this time fruit, cereal, and little sausages accompanied it. While the clean-ups and packers carefully replaced everything, everyone else played on the long log see-saws and explored the camp site (*they* had done this before breakfast).

"Regretfully we repacked everything in the bus and started back down the mountain. We reached Clemson by church-time but we had rest-hour first for an hour and a half. Then after dinner we had a beautiful Scout's Own. We could stay no longer, so we started back toward home, downhill all the way. The time was quickly passed by singing and talking about what we had seen. Altogether it was a gypsy trip better than any gypsy could have had."

Epilogue—by the Leader

"Imagine a gypsy trip that went off as it was planned! This and the fact that it happened at all—were the remarkable things about it to me! There was never a doubt in the Scouts' minds that it would be perfect just as they had planned. They prepared for it three years, one of them consciously. A new troop of twelve-year-olds, they had found that the greatest allure of Scouting for them was in the out-of-doors. Whenever they asked me for tales of Scouting elsewhere, it was for adventures out on hikes and camps that they asked. These were the things that interested them in the American Girl. Their questions were many: 'On an overnight hike, where do you sleep?' 'Can we cook right away?' 'What is a Gypsy Trip?' 'Could you go in wagons like real gypsies?'

"Since they were extreme little individualists, their ardor had to be deferred until on many travels on foot and on bicycles they learned to work together, be dependable, use their eyes to see things. We talked, treasure-hunted, mapped, went on Garden Tours, waded, swam, gathered natural materials for handcrafts, held exhibits for the Garden Club. They began to be a group, and calls came from the community for their time, ingenuity, and service. Again came the question no longer to be deferred: '*When* can we go on an overnight hike?' And the answer: 'When you have practiced the skills you will need, when you can plan transportation, shelter, food, safety program, and cooperation' was met by their enthusiasm.

"We went first to the beach; to the houses of friends and troop committee members. Then, having made a reputation for good housekeeping and behavior, we were twice offered the beautiful cottage at Tilly Island. On these trips we learned about campfire programs, about Scout's Own, about dealing with emergencies. We became proud of our cooking, of planning economically, of the quality of our programs. And on every trip came a sigh at the end: 'I wish we didn't have to go back. Please—can't we stay tonight, too?'

"Inevitably it came: 'We *have* to go on a gypsy trip.' And from the three who had been there: 'Let's go to the mountains.' I met their questions with counter-questions, dismay in my heart. These children had excellent background, were bounding with energy and intelligence, but had no means financially and were from conservative families. To my question: 'Will your parents permit it?' They answered: 'We will take them on trips with us this year and be so careful they will see it's all right.' So we did. Parents and committee members went on many delightful trips; began with pride to see how capable their girls were. When the time came for permissions it was these who took care of them, not me.

"To the question: 'Are you old enough for so big an undertaking?' they said: 'We will show you that we can be dependable.' So for a year, I was given a glimpse of what children can be when they accept responsibility.

"To the question that lay most heavy on my mind—of how to raise money for the trip—they said: 'We will raise it, as we have before.' Most of their money for uniforms, books, trips, crafts, materials, and contributions to charity had come from their own efforts. But the estimate for this trip looked tremendous, and even the girls were dismayed. The school superintendent, favorably impressed with their services, allowed them to use school equipment on Saturday mornings to run movies which they rented at a nominal cost. Committee members contributed old clothes, and on Saturday afternoons you might see two merry salesladies under the liveoak tree in their own side yards, with the 'colored help' from the neighborhood coming in to buy 'rummage.' We made candy to sell. When the time came to sell Christmas cards and cookies, the girls were thankful they lived in different neighborhoods where each had friends to give orders. When Easter came, their Easter Egg Hunt was a delight to many small girls and boys; and contributed another share to our fund. We saved pennies!

"Meantime, we were taking trips still. We went to Savannah for the day. Together with a troop from Waycross, we went to Henry Ford's plantation, to the Bird Refuge, and best of all to Mrs. Lowe's lovely home. The Savannah Scouts were very hospitable.

"Our trips to the Garden Club meetings led to an excursion to the loveliest garden in the world at Summerville, S. C. Here we made a momentous discovery; the school bus could be borrowed by a responsible group for a trip for school children.

"We began to hope. If we could use a school bus for our gypsy trip, we could afford gasoline and a tip for the driver (his salary is paid by the school).

"One by one, objections were met and difficulties were surmounted. The cost of food was overcome by planning the menus so that everything could be taken from home. Then as we began to write to friends along the way that we were coming, we were overjoyed to have two dinner invitations. To think of anyone inviting twelve Scouts and leaders to dinner! We owned our own first aid kit, snake bite outfit, and uniforms. We borrowed canvas cots from the Armory near my home. The State Forester's final letter gave cordial permissions and assured us of his personal care and interest. The Home Economics teacher who had helped plan food accepted our invitation to go, too. So did the Shop teacher who had helped with crafts. (He proved invaluable!) Permissions were in. (At the last day Ann came to us in bitter tears. The great-aunt, who was her guardian, had withdrawn her permission. Helen's mother went out straightway and returned an hour later with Ann, smiling now, and the permission).

"So—we were off.

"P. S. We have pictures of this troop's important trips from the first one through this last one."

2. *Memphis, Tenn.* "A troop visited the fire-house. The firemen explained everything about equipment and duties which the children wished to know.

"While there, the firemen were called out to a fire so the Brownies saw just how they received the alarm and what they must do when called. The Brownies became very much interested and invited the firemen to a troop meeting. One fireman told them many ways in which they could help the firemen prevent fires, and showed them how to turn in an alarm."

3. *Jacksonville, Fla.* "Troop prepared itself carefully before outdoor cookouts by checking on safety angles of fire-building. This has been especially important in a locality where there are pine needles or brush that might catch and cause serious damage."

4. *Needham, Mass.* "Fire Prevention Week was observed by the local Scouts (boys and girls) in conjunction with the local Fire Department. This was followed up by oral or written reports on conditions in their homes which might have constituted a hazard."

5. *New York, N. Y.* "Troops and leaders have visited fire-houses to learn about apparatus, alarms, fire-prevention and the danger of fire-alarms. During Fire Prevention Week, Girl Scouts in the schools collected and delivered to the Fire Chief and Borough President slips made out by students as to fire hazards in their own homes. They wore their uniforms and carried red oilcloth bags with the Fire Prevention insignia while making their collections. Excellent newspaper publicity resulted, including photographs in local papers. The chief has visited training courses for leaders to discuss ways and means of teaching fire prevention."

6. *Schenectady, N. Y.* (*camp*). "'Bush-whacking' became a by-word for many. Units used compass, maps, and sun as guide, and left trails to explore. One unit even found a lake not on the United States Geological Survey map, to their great excitement!"

7. *Buffalo, N. Y.* (*camp*). "Played games to develop sense of direction in younger children, exploration farther and farther into the woods for older girls."

8. *Miscellaneous.* Made mimeographed maps of town with emergency stations (such as drugstores, hospitals, and first-aid stations located), and distributed them to schools.

Suggestions for Leaders

In carrying out activities in this area, here are some of the things leaders need to be aware of

1. Tie up activities in this area to the girl's love of adventure with "Being

Prepared" in a very practical way.

2. Recognition of people's tendency to stay within the same areas within a town and to follow the usual routes is necessary to an understanding of the complete confusion of people when not in that area or when those routes are blocked off. The annoyance of an autoist at a detour sign, the confusion of a pedestrian when streets are blocked off are simple examples.

3. Telephone and radios have made us forget that communication sometimes has to be carried on by simpler methods. In floods, hurricanes, etc., when the usual means of communications are cut off, it is a common error to believe isolation is inevitable.

4. The various simple methods of giving and following directions are known by few people. Word of mouth, maps, signs, stars, distance-judging, chief landmarks are essentials to "knowing one's way about."

5. Simple cross-country going—first by the usual avenues, next by unchartered ones—encourages exploration, inventiveness, independence, a sense of freedom, and avoids fear of the unknown.

6. Certain places in and around your community should be familiar to everyone in it. Work out with your girls what these are, and then discover the answers to such questions as the following, and practice with them the uncommon ways of getting about:

a. What are the usual means of transportation to various parts of your town and their expense?

b. What are the means of transportation out of your town, by train, bus, trolley, auto, foot, bicycle, boat?

c. What are the main arteries of exit from your town?

d. What is the usual burden of these different kinds of traffic?

e. What does it cost to get to each of the nearest towns and what is the quickest way to get there? The cheapest?

f. How would you get about in your town if the usual methods of public conveyance were stopped?

g. How would you get to each of the nearest towns if the usual methods of public conveyance were stopped? If the roads were closed?

Hints for Trainers

See "Trainers," page 7.

SKILLS AND ACTIVITIES

In the following list are things that might be *done* in a course. Always be certain that these are related to *girls'* needs.

1. Demonstrate ability to give directions to a given spot in a city; out of a city.

2. Demonstrate ability to follow directions to a given spot in a city; out of a city.

3. Judge distance.

4. Use a compass.

5. Show how to use stars for direction.

6. Make a simple map of surrounding area. A "living map" of your community, using persons for key landmarks, ropes for roads, is an interesting device.

7. Walk cross-country without tiring.

8. Demonstrate ability to send a message by signalling.

9. Demonstrate ability to get about at night.

10. Lay a trail using trail signs. Plan a game or project involving use of trail signs (pages 543-7, *Girl Scout Handbook*) made of materials found in the woods. Make an exhibit of "modern trail signs" (highway markers).

11. Teach one small group to get to a given spot. Then have each of its members get there by a different route.

12. Post a few of the different kinds of maps relating to your vicinity (a street map showing important points, a road map, a topographical map, etc.) for students to study. Then make rough sketch maps from memory. Use these maps, if possible, on an expedition of some sort.

13. Know nearest place to go and the quickest way to get there in case of emergency (air raid shelter, fire or police station, hospital).

DISCUSSIONS

In the following list are things that might be *talked about* in this area. Always bring out the importance of this subject and its general scope.

1. How to get a group of girls thoroughly familiar with their community so they themselves can get about and so they can direct others how to get about.

2. What the community's resources are in transportation and communication. How much is dependent on these: on securing supplies, getting around, reaching people, getting together, getting away. Picture them all removed. How life would continue. Could you help?

3. What the values are in having young people know the areas surrounding their own communities, to reach them themselves, to guide others, to direct others.

4. What emergency centers there are in your community: doctor, hospital, fire, drugstore, police. Discuss how to use these.

5. What one does in case of fire. Modern methods of fighting fire, as well as of discovering and taking precautions against it. Can girls do anything in this line?

6. The adventure of cross-country going, and its practical importance.

7. What it means to be lost. (Is it just being in unfamiliar territory? Does it really mean having no resources of direction, transportation, communication, forgetting bearings, or does it mean proceeding from where you are easily, comfortably, speedily to where you wish to be?)

KNOW SIMPLE CAMPCRAFT

Girls should be taught, "my country expects me to be able to live simply and adequately out-of-doors," because a woman's adequacy is partly determined by her ability to use the simple means around her to provide for her subsistance wants. To have "pioneer" adequacy in living simply, to be resourceful in ways of making oneself comfortable, healthy, and happy in the out-of-doors makes for self-reliance in the individual and appeals to the sense of adventure and romance.

Only the most necessary things are incorporated in this list, though many more could be added. These are:

1. *Fires.* Fire, properly made and controlled, is man's best friend, and out of control is his most destructive enemy. Fires are needed for warmth, cooking, and comfort.

2. *Shelter.* Protection from the weather, animals, and other people must often be improvised.

3. *Tools.* To do good work requires good tools properly used and kept in good condition.

4. *Self-care.* Keeping dry, warm, or cool. This is necessary to health and efficiency.

5. *Food and water.* These again are essential and must be supplied even under the simplest living conditions.

6. *Weather.* Weather, being something over which we have no control, must be reckoned with.

Activities for Girls

For activities that can be adapted for girls of all ages, see *Girl Scout Handbook,* "The Out-of-doors," pages 532-599. See also *Let's Go—Troop Camping,* and Kephart's *Camping and Woodcraft;* also "Done to a Turn," *The American Girl,* March, 1941; *Campcraft A B C's; Safety-Wise.*

In the following list are things that the leader might help girls to do:

1. *Fires.* Build foundation fires and practice doing it. Make improvised fireplaces, (where to build them, etc.). Make tin can stoves. Make wood piles; (how to use scrap lumber, split it, etc.; how to use what is at hand for fuel).

2. *Fuel.* Learn the tinder and fuel found in their vicinity.

3. *Home Fires.* Make fires in own home fireplace or back yard, if possible.

4. *Jackknife.* Clean a jackknife, keep it in good condition, use it to make shavings, etc.

5. *Handax.* Split logs with a handax; scrap lumber; keep the ax in good condition; carry the ax properly.

6. *Hammer.* Use a hammer to build and to break up boxes, etc.

7. *Tin shears.* Make tin can articles with tin shears.

8. *Knots.* Tie several kinds of useful knots (such as square, clove-hitch, bowline).

9. *Shelters.* Make temporary shelter of canvas, ponchos, boughs, caves, etc.

10. *Tents.* Put up tents, care for them in all kinds of weather: pup-tents, umbrella, wall, etc. Perhaps urge family to lend tents for use in an emergency; or perhaps girls could make a survey of tents, camp cots, etc., that would be available to borrow in time of emergency; make plans for gathering them.

11. *Clothes.* Make survey of clothes girls have. Discuss what would be best to wear in all kinds of weather. (Stress keeping feet warm and dry.)

12. *Protection.* Know what to wear to protect legs from briars or other hazards according to section of country.

13. *Wet and Cold.* Waterproof a jacket; make a leather interlining; mend rubbers; improvise a cloak or head-dress; etc.

14. *Food.* Learn what foods one can transport easily, such as rice versus potatoes, canned versus fresh milk, soup tablets.

15. *Water.* Know how to make water pure and when to avoid drinking, etc.

16. *Kits.* Make own hike food-kits, with plate, cup, frying pan. (See *Hiking Equipment for Patrols to Make* reprint, Girl Scouts, Inc.) Make a personal kit ready for emergency, containing cup, soap, toothbrush.

17. *Weather.* Know signs of approaching storms for own section.

18. *Wind.* Tell wind directions and what they mean. Reference: *Day Hikes,* Girl Scouts, Inc.

19. *Bed.* Make a warm, comfortable bed from two or three blankets and a piece of oil-cloth or a poncho.

20. *Map.* Make a simple map of a given area or trail that can easily be read by another person.

21. *Games.* Prepare a trail treasure-hunt or woodcraft game, and show your patrol or troop how to play it.

22. *Lantern.* Clean, trim or re-wick, fill, and light an oil lantern. Demonstrate the proper way to move or carry it, and explain necessary precautions in using.

Things Girl Scouts Have Done

1. *Eagle Rock, California.* "When the new program was introduced, the first things that caught our attention were the outdoor badges.

"We were so enthusiastic after two weeks in summer camps we felt we just had to keep on camping throughout the year. The result—our own camp! We started this camp in a canyon on private property so we would be safe. Our camp was nestled beneath the holly trees, so we named it Holly Haven.

"During our first few hours in camp, we settled the bed problem. We leveled off a space for our three bed-rolls, making it about six inches above the rest of the camp. On top of this we put pine needles and a large canvas. This completed our bedroom.

"Next, each of us set to work on separate projects: Dean a shelf, Jean the cooler, and Kittie the latrine. We made the cooler and shelf by lashing willow sticks together. This is all we accomplished the first three days. We enjoyed this first stay so much we returned later for a week's stay.

"A short while after we got home we started planning our next stay. We planned our menus and figured the cost, supplied a first aid kit, and got together our supplies. We did our shopping and returned to Holly Haven. During this stay, we added to our camp a dish-drain, another shelf, clothes rack, clothes line, and cup-tree. We also added small handy gadgets, such as the shoe scraper, toothbrush tree, clothes pins, clothes hangers, and shoe rack. All of of these were made of willow branches from nearby trees.

"We did our own cooking. Since it was a closed area, we cooked in an outdoor fireplace. As time went on, we became well acquainted with the recipes in the Scout book, and later we even used some of our own creations. Some of our specialties were breadsticks, baked potatoes with sausage, liver and onions, and our own camper's goulash. We have not only learned numerous recipes, but also a lesson in thrift. We have found that we can camp for a week and six meals for one dollar each. We have learned to look for quality, not only quantity.

"At the end of this week's stay, we invited the examiners from our troop to examine us on our Pioneer badge. We served them a utensil-less meal which consisted of potatoes and sausages baked in the coals, breadsticks cooked on willow sticks, and sliced tomatoes. Our dessert was mock angel food cake. This completed our Pioneer badge.

"When we are in our camp, we are prepared for all kinds of weather, and especially enjoy rain. One evening when we thought it was going to rain, we wrote our first song. Our first song was serious, but we have written three other songs that are fast and peppy. We choose well-known Scout tunes and make up our own words.

"We have reached our goal as far as the badge is concerned, and we have also gained practical camping experience, a lot of fun, and a closer friendship."

Written by: Dean Paul.....13 years old
Jean Le Zotte.....14 years old
Kathlyn Dawe....14 years old

2. *Riverside, California (camp).* "The staff developed a 'campcrafter' project with 32 activities drawn from the outdoor material in the intermediate program. This was mostly for the two older units. There was no award at the end. Each girl was given only the recognition of being called a 'campcrafter'."

3. *Buffalo, N. Y. (camp).* "Every camper built at least *two* fires while at camp. The pioneering unit built a shelter in the woods. All units worked with knives, axes, hatchets, spades, saws, etc., in varying degrees. The pioneering unit set up a weather bureau for the camp. They also went in small groups to the other units and talked about weather conditions and predictions, explaining the weather flags."

4. *Dayton, Ohio (camp).* "A Forester on the camp staff helped the girls with instructions in making durable rustic bridges and in learning the skills of handling knife and ax, saw and hammer, how to chop down trees and split logs."

5. *Bangor, Maine (camp).* "In Camp Natarswi a most interesting program was being carried out in cooperation with the Maine Guide Association. The present emergency is definitely depleting the number of guides needed for summer camp activities. To meet this lack, and in direct line with *Training Girls for Needs Today,* some of the older girls were making the Junior Maine Guide project their objective.

"A Junior Maine Guide's duty is to keep a party comfortable and safe under all conditions. The training for such a post is rigid. It includes fire-making, paddling, mapping, accurate knowledge of direction through compass and natural means. Other essentials are axmanship, shelter-making, food and cooking skills geared to conditions, and an exact understanding of type and quantity of equipment needed. For example, no canned foods are permitted to be used in making tests and the candidate who has in her kit two articles when one would do the work of two is automatically disqualified. Sturdy bodies, steady nerves, sound health, and a thorough knowledge of first aid are requirements for each candidate.

"The Senior Maine Guide Association feels that this cooperation by the Girl Scouts is one of the finest contributions to defense which the state of Maine has had offered them to date."

Suggestions for Leaders

In carrying out activities in this area, here are some of the things leaders need to be aware of:

1. Every girl needs to know the simple necessities for taking care of herself happily and comfortably out of doors. The leader must recognize, however, especially for metropolitan children, that while the spirit of adventure and fun may be appealed to, the protection of a house, the comfort of a bed, and having one's meals served to one will have to be offset. Children frequently are not comfortable at first in the fields or woods. Beginning experiences in the out of doors, therefore, must be *simple* and *successful* in order to encourage progression.

2. In all campcraft, safety is a prime consideration, which leaders must teach so thoroughly that fear and daring are replaced by care and knowledge. For example, knowing how to build and care for a fire means no spreading of fires; knowing how to use tools means no accidents.

3. It is better sportsmanship to be safe, i.e., proper clothes, no colds, no blisters.

4. Find out desirable spots within hiking distance from town, on a farm, estate, edge of city practical for use for this type of program for girls.

5. Permissions should be secured for use of any property.

6. A good investment for a little of the troop treasury money would be to buy two or three of the books suggested in this section. They would help the leader, too, and give her plenty of new ideas and confidence if she feels hesitant about starting outdoor activities.

Hints for Trainers

See "Trainers," page 7.

SKILLS AND ACTIVITIES

Things that might be *done* in a course. Always be certain that these are related to *girls'* needs.

Any one of the activities mentioned under "Activities for Girls" can be done as part of a training course. Choice will depend on the time you have, ability of students, and the conditions under which the training is given.

1. Gather examples of various fuel woods of your vicinity and give students hints as to how to recognize them.

2. Build a fire that is right for cooking; for heat.

3. Use a knife and ax.

4. Know weather signs. If possible set up a simple "weather bureau" and have students taking turns observing signs, predicting weather, and using appropriate weather flags. Have pictures of flags available and materials to make them.

5. Dress properly for varying weather conditions.

6. Have a simple exhibit of several kinds of useful knots. Have available rope, twine, etc., so that students may practice tying these. Utilize them in some practical way, if possible. (Read: *Useful Knots and How to Tie Them,* free, Plymouth Cordage Co., North Plymouth, Massachusetts.)

7. Exhibit several kinds of simple hike-kits made of canvas or scraps of heavy cloth. Suggest that students rummage in their scrap-bags for material to make their own, and give them opportunity to do this during the training course. (Or use similar techniques for making personal kits, "slick-up" kits for emergency use.)

8. Make a simple shelter.

9. Make water safe for drinking and cooking.

10. Pack to carry and use the needed utensils, clothes, and food for staying out one day; two days; one week.

11. Cook meals out-of-doors.

12. Mend and waterproof a tent which is in bad repair.

13. Waterproof shoes, canvas, coats.

14. Improvise beds on the ground.

15. Select a site for a meal, a night, a longer camp.

16. Practice simple lashing. Use it for making useful articles. Until such time as this can actually be done out-of-doors with real sticks, models made with wooden meat skewers serve to teach the process of lashing.

DISCUSSION

Things that might be *talked about* in this area. Always bring out the importance of this subject and its general scope.

1. The values and fun to be secured by girls in knowing how to get along simply and adequately out-of-doors. How to convince young people that this is a form of independence and adventure for which it is worth leaving a house, comfortable bed, and food service.

2. How to plan a one and two day or week's living with a group of twenty girls. Pick the place, plan the meals, take the equipment.

3. The usefulness of being able to get along comfortably without civilized comforts. (From the practical point of view, the mechanics of civilized comforts can always go wrong.)

4. Ways of making activity practical in *own* situation.

5. Publications that can give help.

FIND AND UTILIZE MATERIALS AT HAND

Girls should be taught, "my country expects me to be able to get along with what I can find at hand," because there are many times when the proper article or the ready-made article is not available, and substitutes or makeshifts must be made to do.

Under this heading consideration is given to meeting primary needs:

1. *Food and water.*
2. *Fuel.*
3. *Shelter.*
4. *Clothing.*
5. *Medicinal herbs.*

Because life cannot be sustained long without these, and if shortage of materials, high costs, or emergency conditions cut off or curtail the ordinary supply, it is important to know where to find substitutes or how to improvise them.

Activities for Girls

In the following list are things that the leader can help girls to do:

1. *Fuel.* Test out various materials native to their locality or readily secured there for their fuel value. Know fuels available in vincinity, and what kind of fire each makes.

2. *Candles.* Melt up candle-ends and mold them in tin cans or jars, inserting wicks into new candles.

3. *Soap.* Make soap or melt up old bits of soap to re-mold, or shave them for soap chips. (*The Trailmaker,* 87 Beacon Street, Boston, Massachusetts, January, 1942, 15 cents, has a good article on how to make soap.)

4. *Wool and Leather.* Rip up old sweaters for wool. Use old leather purses for lining for jackets. Use odd pieces of woolen materials for slippers, jackets, etc.

5. *Water.* Purify water for drinking purposes by boiling, by tablets, etc.

6. *Plants.* Recognize edible wild plants, and know how to prepare them for food. Recognize poisonous plants so as to avoid them, whether they are poison to eat or to touch, and know the antidote or remedy; same for insects and snakes or other wild life in vicinity.

7. *Shelter.* Improvise shelter of boughs, bent-over saplings, ponchos, canvas, etc.

8. *Herbs.* Recognize medicinal herbs, and know their uses, methods of preparation, etc.

9. *Dyes.* Make natural dyes for fixing curtains, clothes, etc. Make dyes of beet-juice, hemlock needles, onion skin, coreopsis, etc. Dye old wool or other material for various uses. (See *Girl Scout Handbook.*)

10. *Rags.* Use rags, old stockings, etc., to make rugs, purses, doll mattresses, dolls, puppets, etc.

11. *Tin cans.* Use tin cans for reflector ovens, cooking, etc.

12. *Grasses.* Use wild grasses for weaving baskets, hats, moccasins, etc.

13. *Hats.* Use old hats for making pot-holders, table mats, needle cases, doll hats, etc.

14. *Metal.* Collect tin and metal boxes and cans to use for outdoor cooking utensils and tin-can stoves; decorative boxes; hanging baskets for plants; food storage on camping trips; spice-and-sugar sets; sewing boxes; bird-houses; banks; etc.

15. *Boxes.* Collect cigar boxes for containers of troop material, small tools, letter-boxes.

Things Girl Scouts Have Done

1. *Jamestown, N. Y.* "Girls have been collecting candle-ends and remolding them into candles. They did it originally to send to Great Britain, but found they couldn't send them, so sold them and sent the money instead."

2. *Denver, Colo. (camp).* "There was a shop equipped with all kinds of carpenter's tools, inherited from the previous owner. A generous supply of scrap-lumber was acquired by the camp committee. Two councils worked with the girls in building furniture for the tents and various items of small equipment. The visitor found the girls handling vises, saws, files, hammers, and other implements with real skill. This was the most popular activity in camp throughout a large part of the season."

3. *Barre, Penna.* "Crafts from the days when the home was self-maintained, such as candle-dipping and soap-making, were part of the program."

4. *Minneapolis, Minn. (camp).* "The two handymen are not handymen at all but are consultants. They keep shop in an old garage, and girls may come to them for help in learning how to care for their tools and make minor repairs in equipment. When a unit needs a new set of shelves, a tool chest, or a repaired tent floor, one of these handymen-consultants is invited to come to the unit and teach the girls how to do it. The director says that they try never to let the handymen take from the girls any of the jobs that they can learn to do."

5. *St. Petersburg, Fla.* "The troop saved and kept in good condition paper and string; set up 'curb wrapping' to wrap for mail; charged a small fee, which helped to support troop."

6. *Pittsburgh, Penna. (camp).* "One especially attractive instance of meeting emergencies came in connection with the weaving. Some of the girls wanted to use a yarn of a color we did not have. They decided at length to make dye from berries and color their own yarn. Blackberries were chosen for the experiment. Dye was prepared in tin cans over an open fire in the unit. The dyed yarn was boiled and dried and used by the girls for weaving on the looms they had themselves constructed. The valuable part of this project was not that they learned a way to make pink dye (a process which is not likely to prove essential to their welfare in the future), but that throughout the whole thing they depended upon themselves to initiate and carry through the activity. They had an awfully good time doing it, too."

7. *Dayton, Ohio (camp).* "Under the guidance of the Forester on our staff, the older girls built two bridges across the deeper parts of ravines on the camp site. These bridges were of simple but durable construction—made of two long parallel logs across which were nailed short, split logs. One bridge was finished off with a hand-rail, which added both to its safety and appearance."

8. *Buffalo, N. Y. (camp).* "All craft work was done this year with materials at hand: birch fern dishes, totem poles, pine-cone jewelry, and clay modeling. Wild strawberries and raspberries were used by all campers."

9. *Norwich, Conn.* "One troop turns out at each meeting at least 50 paper bags for

use at the local hospital. Ordinary bags, which formerly were attached to the heads of beds and used for refuse, are difficult to procure. The Girl Scout bags are made of newspaper. A single page is folded lengthwise in thirds, one end folded into a point and slipped into the other. This makes an oblong bag about 5" x 7" which can be pinned to the side of the mattress or attached to the headboard or side table with a bit of scotch tape. The leader reports that the hospital is delighted with them, and that her troop can make them very rapidly, often while they are discussing troop plans or at the beginning of the meeting before everyone has arrived."

10. *Miscellaneous.* Collected empty cosmetic jars, cleaned them, and presented them to local hospital.

Made waste-containers for schools and library from newspapers.

Made jellies from wild grapes, cherries, and barberries, and presented to hospital.

Made washcloths from old underwear for Red Cross.

Collected tin-foil and presented to British Relief.

Collected and mended broken toys and distributed at Christmas through local relief agencies.

Made penny-banks from glass jars.

Collected old silk stockings and braided a rug for Old Ladies Home.

Collected and repaired rummage, and held a sale for benefit of Day Nursery.

Made scrapbook for kindergarten out of old cards and valentines.

Suggestions for Leaders

In carrying out activities in this area, here are some of the things leaders need to be aware of:

1. This should be a very exciting area for the girls. It has all the elements of adventure. Making one thing take the place of another is far more dramatic than merely "not wasting."

2. Be sure girls have plenty of practice in these skills. They are not things to be talked about, but rather things to do and do so often that they are familiar and sure.

3. Perhaps the most realistic approach can be made, not by taking everything away, but by assuming that no one in the troop can have anything more than she now possesses of her very own. The girls can start with a list of needs, i.e., shelter, light, food, water, warmth, or coolness, clothes fixed to be usable for all contingencies.

4. Recognize health and safety as an inherent part of all these activities.

5. Enlist help of persons in community who know about the wild plants, etc., in your vicinity, their uses, preparation, etc.

6. Discover any present or potential lacks in your community which girls might be prepared to supply.

Hints for Trainers

See "Trainers," page 7.

SKILLS AND ACTIVITIES

In the following list are things that might be *done* in a course. Always be certain that these are related to *girls'* needs. Make or do any of the things sug-

gested under "Activities for Girls" which are appropriate for your students. Some which have been done in leadership training courses with success are the following:

1. Make new candles from candle-ends.
2. Make "kindlers" for indoor or outdoor cooking.*
3. Have a "Robinson Crusoe" hike.
4. Make stuffed toys of oilcloth.
5. Make and use natural dyes.

DISCUSSIONS

In the following list are things that might be *talked about* in this area. Always bring out the importance of this subject and its general scope.

1. The essential elements in good food, pure water, adequate shelter, etc., as a basis for knowing how to select substitutes.

2. What might be done in your community to produce substitutes for materials no longer available.

3. The kinds of things necessary for cooking, when stoves are not available.

4. What the vicinity affords in the way of substitutes. (Necessity to conserve materials or to divert them to defense demands—or the shortage of some of them—may force us to find substitutes.)

5. A modern Robinson Crusoe finds himself without shelter, with just the clothes he has on, with no money in the rural environs of his own town. How does he exist?

REFERENCES

Park, Jane, *101 Ways to Entertain Your Child* (New York: Noble & Noble, 1932).

Perry, E. K., *Art Adventures With Discarded Material* (Los Angeles: Wetzel, 1933).

Showalter, H. F., *The Box Book* (New York: Macmillan, 1935).

Uses for Waste Materials (Bulletin of Association for Childhood Education, 1201 16th Street, N.W., Washington, D. C.).

*Roll newspapers into solid tube, 1½ inches in diameter and paste edges firmly. Cut into 2-inch lengths, and boil in parafin until saturated. When partly cooled, push up center of roll into a "wick." The roll is placed underneath the kettle and lighted like a candle. It should burn about 20 minutes. Two or three used simultaneously will boil a large kettle of soup.

HAVE A HOBBY

Girls should be taught, "my country expects me to be able to be happy and resourceful when I am by myself," because every person should have something she likes to do by herself, since some leisure time must inevitably be spent alone. A person who has resources within herself does not become a nuisance to others. There may be times in this emergency when the most helpful thing a person can do is to sit quietly by and be able to keep herself occupied or amused

Under this heading, the most important thing to get over is *the point of view*. Possible hobbies are legion. A few are suggested and could be introduced or presented in the course.

Activities for Girls

In the following list are things that leaders might help girls to do:

1. *Home "Treasure Hunts."* Search at home for old, lovely, unusual, or rare treasures, such as china, clothes, pictures, furniture, and jewelry.

2. *Scrapbooks.* From picture stories for Brownies, through Scouting and social news, music or theatre programs, and vocational interests for Seniors.

3. *Flower arrangements.* In winter it is great fun to make attractive arrangements from dried seed-pods, grasses, twigs, etc. In connection with this, it would be interesting to gather seed-pods of various kinds with the idea of converting them into "winter bouquets." (See page 303, *Girl Scout Handbook,* and Wild Plant Finder badge, number 10.)

4. *Window gardens.* Make for home, troop meeting place, or friends.

5. *Flower or vegetable gardens.*

6. *Nature interests.* From cocoons, tadpoles, and watching birds build nests (for Brownies), on through to real observation and study (for Seniors). Collect seed-pods, rocks, etc. Learn night sights and sounds.

The following are some things girls might do as starters:

a. Dig up shovel of dirt in early spring, bring to meeting place in glass terrarium, and observe it every week. (Keep in fairly dark place.)

b. Snip twigs from flowering trees and bushes early in spring, keep indoors, and watch buds open.

c. Sprout seeds (dried beans are good) in a saucer lined with damp blotting paper. (A damp sponge or damp sawdust is fine for this, too.)

d. Make simple lapel ornaments from acorns, seeds, seed-pods, etc., found in your vicinity. Bits of leather cut into leaf shapes add to the attractiveness. (Be sure you make the leaves like the ones which grow on the plant from which your seeds or pods came!)

e. Make an oatmeal-box planetarium. Punch holes in shape of con-

stellation in bottom of box. By placing lighted flashlight in box, the constellation may be thrown on the ceiling.

f. Keep a weather record, perhaps on a calendar, with symbols for cloudy days, rainy days, etc. Put on with colored crayons.

g. During winter months trim a fir tree with suet balls, cranberries, popcorn, etc., for the birds. (Attach the food so that birds cannot become entangled in strings.)

h. Make a little terrarium out of six pieces of glass 4″ by 5″ (make into a box with lid by using adhesive tape). Put a bit of charcoal and some earth in bottom, and plant with small plants and ferns which grow in your vicinity. Keep it damp but not too wet, and out of strong sunlight.

i. Make a scrapbook of various kinds of prints of leaves from your local trees. (Spatter prints, crayon prints, blueprints, ink prints are some easy kinds.

j. Make a home-made barometer.

k. See *Nature in Recreation,* by Marguerite Ickes, National Equipment Service, Catalog No. 23-505, $1.

7. *Cooking.* Candy, salads, special desserts, etc., on to planning, preparing, serving meals, trying out new recipes, and use of herbs, etc.

8. *Crafts.* "In these troubled days of conflict, art can and does serve humanity in many ways. It is a sanctuary, a balance, a unifying influence, an inspiration, and a builder of morale."—*The Art Digest.*

For individual creative work, turn to the "Arts and Crafts" section of the *Girl Scout Handbook,* pages 71-95, where you will find suggestions along many lines. Below are listed a few ways in which you might get interest started in your troop.

a. Visit a museum, art center, or private art collection which is available in your community, and get someone to explain what it contains. Act as guides to younger children at museums and art centers.

b. Start a collection of your own of something in the line of art which will be a pleasure to you always. This might be postcard replicas of good pictures, bits of interesting wood carving, examples of pottery, etc.

c. Make a simple portfolio to hold sketches or other flat articles.

d. Bind copies of favorite magazines.

e. Start a sketch-book (an unlined notebook will do), and keep in it sketches of favorite haunts or places visited.

f. Make sketches of friends, deciding upon a certain number of minutes for each sketch; or try sketching trees, flowers, birds, etc., for nature notes. One good way to secure simple, strong lines is to allow a given number of strokes, perhaps ten, to each sketch. Sketches of articles made by the troop (crafts, utensils, puppets, fire-places, etc.) for the troop log provide good sketching practice.

g. Take photographs of the troop members doing something, being careful to have the picture tell a story.

h. Make a belt of odd scraps of yarn, using the Tube Weaving Method

or some other simple one. (See *Arts and Crafts with Inexpensive Materials,* Girl Scouts, Inc.)

i. Make personal greeting cards by drawing a simple original design and transferring it to a linoleum block. The print can be made on construction paper with colored ink.

j. Take a small piece of wood (a block cut from a pine crate will do, but harder wood, such as cedar, is better) and whittle into a simple pin (sink small safety-pin in back with plastic wood). Rubbing with floor wax will give a good finish.

9. *Games to be played alone.* From mumblety-peg, jack stones, crossword and jig-saw puzzles to solitaire.

10. *Reading for Brownies:* "Suggested Activities" in *Leader's Guide,* page 169, numbers 1, 3, 4, 5, 9, 10, 13-16. Intermediates and Seniors: Reader badge, numbers 1, 6, 8, 10, 13, 16, 18-21. Bibliophile badge, numbers 1-5, 10-16, 18-20, and 23.

11. *Writing for Brownies:* Chapter on creative writing in *The Arts in the Classroom* by Natalie R. Cole (John Day, $1.75), page 168; *Leader's Guide,* Intermediates and Seniors: Scribe badge, numbers 1-8, 11-14, and 16; Writer badge, numbers 1 and 3-7.

12. *Music.* Listen to radio and victrola; learn to play an instrument; sing; books; pictures; and concerts.

13. *Study of other countries.* Pictures and articles from such magazines as *National Geographic, Asia,* and so on; stamp collecting; books; study of languages.

Things Girl Scouts Have Done

1. *Lansing, Mich.* A Brownie story: "The Elves and the Fairies."

"Once upon a time there were some elves and some fairies who lived in the wood. The elves were very naughty, but the fairies were very good. Now at night fairies and elves came out into the moonlight to play. One night the fairies were out dancing around a lily in which the Queen lived. And when she appeared they would all bow. Suddenly out from under every toadstool popped an elf. Now elves have long brown pointed caps and their shoes are pointed on the toes with bells on them and they have short striped breeches and polka-dot blouses. They chased every fairy away, even the Queen fairy.

"But the next night, when the fairies gathered around the lily again, the naughty brown elves never came out from under the toadstools. So the fairies danced and sang in their sweet tiny voices. Then the Queen came out on the lily leaf. She was so beautiful in her long diamond hoop-skirted gown of pale pink and white! Her long golden hair floating in the breeze, her blue eyes sparkling, the golden wand she carried had stars on the top that twinkled in the moonlight. All the fairies curtsied and bowed to their lovely Queen. Then the queen said in her silvery voice, 'The elves are afraid of me, but now you have a silver wand and I have a gold one. I can change them into anything I wish. This is why they are afraid of me and try to chase me away. So I will try to make them to be better.'

"Now you see the elves just come out from under the toadstools every other night. So the next night when the fairies gathered around the lily and the Queen came out, the elves came to chase them away. All the little fairies ran away—all except the Queen. She stood perfectly still; the elves stopped running toward her. She started talking in her tiny sweet voice. When the fairies heard her voice they peeped out from all the flowers to listen.

This is what she said, 'If you little elves could only understand that we fairies will not hurt you and that being kind is better than being naughty, I will change your name with my golden wand to a better name.' So the elves proved they could be good from then on.

"Then the Queen waved her wand and said, 'From now on you shall be called Brownies.' Then the fairies and Brownies danced and sang happily in the moonlight.

"We try to be good and kind to one another every day, and that is why we are called Brownies, too."

Written by Joan Holly
Brownie Troop No. 65
Lansing, Michigan

2. *College Park, Md.* "During the second meeting of a group in College Park, Maryland, it was decided to combine two things—hikes and a worthwhile contribution to the school apartment. The girls decided on a collection of winter bouquets. Someone suggested that we might make a collection of pictures, flower arrangements, and table decorations for a scrapbook. This notebook has had additions all winter long; every once in a while the girls bring in something. We started a list of all the different plants we might get, and actually collected and arranged about twenty.

"This took up three meetings. On the fourth meeting, we hiked to the biggest market in town and looked over the flowers on display and asked about winter bouquets. The people at the stalls were very interested. When they found out what we were going to do, they insisted upon giving us something for our collection. We investigated the fruits and vegetables as well as the flowers. The market caters to the embassies of the foreign countries so carries many foreign foods which interested the girls.

"The fifth meeting was spent in planting carrot tops, orange and grapefruit seeds, sweet potato, ivy, and house leeks. We started narcissus bulbs also. We took a hike to the woods to get bayberry, bittersweet, and sumac for the next meeting.

"This winter bouquet work has been one of the best projects we have ever had. We have learned more about nature than we imagined, and have carried this interest through the entire year. We plan to have an exhibit of our bouquets and a tea."

3. *Massachusetts Mountain Climbing (camp) for older girls.* "On rest days the girls knitted. Many of them had learned to knit at camp, and were making children's sweaters for the Red Cross."

4. *Akron, Ohio (camp).* "Special emphasis was placed on after-supper hobbies, such as sketching, singing, weaving, camp newspaper, and other activities in which girls participated according to individual interests."

5. *Ohio.* "A troop in Ohio borrowed old quilts made by the relatives of its members, learned something about the designs used, and had a Mother's Tea at which the quilts were exhibited and explained. Later, some of the designs were reproduced on paper and used on scrapbook covers."

Suggestions for Leaders

In carrying out activities in this area, here are some of the things leaders need to be aware of:

1. In adapting crafts for girls under 10, Chester Marsh says: "There should be no compromise in standards when selecting arts and crafts for Brownies. Little fingers can start at the beginning of any of the arts and crafts subjects in the Intermediate program. The first simple steps of any good craft are easily within the scope of the youngest Brownie. The 'in-between' articles, planned to prepare the girls for 'better crafts when they are older' very often need close application and intricate work that is not good for this age-level. We do not introduce a different type of swimming stroke, skating technique,

or dancing step for little people—we give them the basic techniques, and with practice they progress gradually to proficiency; no motion waste, no practice in vain. So should it be with craft."

2. Developing hobbies in other people is more a matter of encouragement than of direct teaching.

3. You can arouse interest by putting girls in contact with people in the community who have interesting hobbies. Bring them to the group; take girls to see them, their collections, etc.

4. Get girls who have hobbies to tell group about them, show their collections, etc.

5. Have a hobby show.

6. Bring, casually, now and then, interesting things that might start girls on a hobby. Be on the lookout for things that might work that way.

7. Show the girls how nice it is to have a hobby—the fun one can get out of it. One cannot approach girls or appeal to them on the ground of "the great satisfaction" in developing or starting a hobby, and certainly not in the future thrill or comfort. Nevertheless, three universal responses may be appealed to directly—the acquisition instinct, the creative instinct, the inquisitive instinct—bringing pride in knowing "more about" any one thing than the other fellow. These three are the basis of all hobbies and have definite elements of adventure when the first step is taken. A knowledge of your girls' interests and the level of their abilities will help you in leading them into natural versus artificial hobbies.

8. The radio is a good source for hobby material and should be used to its fullest.

9. One of the goals of a Girl Scout leader is to help in the development of girls into well-rounded persons with inner resources of contentment and ability to enrich their own lives. Leaders can help girls find interests and develop them by putting them in touch with new ideas and being enthusiastic and resourceful themselves.

Hints for Trainers

See "Trainers," page 7.

SKILLS AND ACTIVITIES

In the following list are things that might be *done* in a course. Always be certain that these are related to *girls'* needs.

1. Anything suggested under activities above might be included—all crafts, for example, games, nature, and interests. However, it is not within the purpose of a training course to teach a leader hobbies for herself, though this may well turn out to be a by-product. The leader's purpose in learning these is primarily to suggest them to girls. Therefore, understanding of techniques and sources for *a great many* hobbies is much more important than attaining perfec-

tion in one skill. Nevertheless, what leaders enjoy doing themselves they are more likely to pass on to their girls.

2. Make an exhibit that would arouse interest in starting hobbies in several fields.

3. Get others to show and explain their hobbies and collections.

4. If you can discover any hobbies or collections possessed by the students in your course, be certain to allow them to be displayed or explained. This welds the group together and gives a sense of security to the person who is contributing.

DISCUSSIONS

In the following list are things that might be *talked about* in this area. Always bring out the importance of this subject and its general scope.

1. What it means to have a hobby; what good they are; what they lead to.

2. Areas in which girls may develop hobbies, starting, for example, with the list of activities given here, and adding to it under the same headings and others. Ways of interesting girls in hobbies. Ways of encouraging them through hobby shows, etc.

3. Things available in communities that are evidences of private hobbies that could be made available to girls.

4. Inventions that have resulted from hobbies.

5. The value of inner resources as an attribute of a self-reliant citizen. People more readily seek company in their leisure hours, and rightly so, probably. But this isn't always possible, and a person with inner resources is apt to have better mental health. A person who is entirely dependent on others for leisure occupation is a liability rather than an asset, especially in times of stress when people may be very busy.

6. An approach to hobbies might be made through the lives of men and women of the past or present who have notable hobbies. Consider what the relationship of these is to their occupation, to the use of their time, to their influence on other people.

TAKE CARE OF CHILDREN

Girls should be taught, "one thing I can do for my country is to take care of children," because children are unable to take care of themselves.

This might include the following:

1. *Be able to feed, bathe,* dress, and amuse children.

2. *Know what a child should have* in way of food, water, rest, sleep, clothes, etc.

3. *Be able to keep groups of children happily occupied*—play, stories, feeding, rest, etc.

4. *Make things children need,* such as toys and clothing.

Activities for Girls

In the following list are things that the leader might help girls to do. See *A Leaders' Guide to the Brownie Scout Program,* page 122, number 3; page 121, numbers 11, 12, 13, 14; page 107, numbers 1-8; page 141, numbers 1, 6, 7. See also *Girl Scout Handbook,* Child Care badge, pages 268-271, pages 222-230.

1. *Toy-making.* An interesting field is offered by the painted wooden blocks, little carts, and manipulation boards so helpful to the very small child. Look for suggestions among the educational toys in any department store. Note that they are made safe by the use of hard enamel paint that cannot be chipped or chewed, round edges that will not injure soft baby flesh, and that they are small enough to be easily grasped by baby hands.

2. *Doll houses.* Doll houses are fun for girls who enjoy making miniature articles. Tiny furniture, rugs, curtains—even the family that inhabits the house—provide good times for the makers as well as the children to whom they are given.

3. *Dolls.* Dolls are a never-ending source of joy. Edith Flack Ackley has written an excellent book, *Dolls to Make,* that tells how to make the most delightful dolls. Her instruction for dressing them is a fine introduction to dressmaking. Other types of dolls are yarn dolls, carved wooden dolls, stockinet dolls, corn husk dolls, crocheted and knitted dolls, tiny dolls, and animals for the doll house made of pipe cleaners, and the whole world of paper dolls.

4. *Bathtub toys.* Bathtub toys can be made of colored sponge, rubber kneeling mats, and discarded inner tubes.

5. *Games.* Games and game boards can be easily made; checker boards painted in gay colors with men made of button molds; ring toss whose rings are made of rope or rubber fruit jar rings. Puzzles, ping pong paddles, and fish ponds can be made with a jig-saw; also doll furniture and Noah's ark animals

6. *Puppets.* Puppets and marionettes are easily made, and give the addi-

tional joy of designing characters to fit favorite stories and in working out plays.

7. *Scrapbooks.* The making of scrapbooks may become so interesting that the girls may progress to the making of books and the writing and illustrating of stories.

8. *Baby toys.* Interesting troop projects are making a set of safe, interesting and inexpensive playthings for babies under one year old, and making a "rainy-day box" of toys for a child under five years old.

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Things Girl Scouts Have Done

1. *New Haven, Conn.* "The Girl Scouts made use of the scraps of outing flannel, muslin, and red flannel left over from the Red Cross sewing groups to make dolls, beautifully designed and beautifully dressed. Dolls were made of the muslin, cut out, sewed, and stuffed; coats and berets were made of the red flannel. They also made bean bags, bags for toys, stuffed animals, embroidered reins, even some soft red balls made by ripping apart the cover of a worn-out baseball and using it for a pattern. One ingenious girl was making a skating skirt *á la* Sonja Henie by using triangular scraps of red flannel as gores."

2. *Harrisburg, Penna.* "Girl Scouts made designs for toys that were completed by the Junior Red Cross. These designs were for dolls, games, and a few cut-out wooden toys."

3. *Plymouth, Mass.* "The girls made tiny pocket dolls of yarn and clothes."

4. *Windsor, Vt.* "Through the knowledge gained in the Girl Scout course in child care and home nursing, one of the girls has been able to help her sick mother and to take care of the new baby. The daily visit of the district nurse and the occasional visit of the doctor was all the assistance the child had."

5. *Plainfield, N. J.* "Girl Scouts went to the Day Nursery where they did practical work in caring for babies and children of run-about age. They fed, clothed, bathed, and played with the children."

6. *Cody, Wyo.* "The Senior troop has a Girl Scout Playroom. Each Saturday afternoon, from one to four, two Scouts, a leader, and a nurse are in attendance to care for small children up to 8 years. Children of farmers and ranchers are cared for while the parents do their marketing."

7. *Flint, Mich.* This town originated the idea of backyard playgrounds several years ago, and other cities have carried out similar plans. The idea is to use backyards for small play groups of little children, directed by a Girl Scout who has received special training for this job.

8. *Buffalo, N. Y. (camp).* "The oldest unit planned campfire programs for the youngest unit consisting of dramatics, singing, and story-telling."

9. *Miscellaneous.* Assisted in Day Nurseries by "adopting" a child as a special charge, escorting children to and from nursery, helping children on and off with wraps, helping with singing, crafts, games, stories, folk-dancing.

Assisted at baby clinics.

Stayed with children while mothers go to clinics.

Collected quiet games and scrapbooks for waitingroom of children's clinics.

Made pocket toys.

Told stories in children's room of library.

Helped care for children at special theater performances.

Entertained British child evacuees.

Suggestions for Leaders

In carrying out activities in this area, here are some of the things leaders need to be aware of:

1. Find out which children in the city are in need of care, as, for example, in homes where both parents work, families are poor, mother is needed on other adult tasks, servants have gone into factories, or they are newcomers in the community. Find out the kinds and varieties of care needed.

2. Recognize the dangers in such things as (a) expecting too much from young girls, (b) exploitation by adults only too glad to "get rid of" the child-problem for a while, (c) difference in handling babies versus older children.

3. Find out what organizations, private and municipal, are already doing things for children so that your troop doesn't duplicate, but rather supplements and ties into these things.

4. Be sure your girls "are prepared" thoroughly. If not, make it a troop project to be prepared as a group as well as individuals.

5. Recognize the wisdom of starting this sort of thing in their own homes or in the homes of people they know.

6. The opportunity of developing tolerance and understanding, as well as an attitude toward sharing a whole social responsibility, are among the elements of good citizenship in this area.

Hints for Trainers

See "Trainers," page 7.

SKILLS AND ACTIVITIES

In the following list are things that might be *done* in a course. Always be certain that these are related to *girls'* needs. Many of the activities mentioned under "Things Girl Scouts Have Done" are appropriate to include in a training course. Here are a few which have been done with success:

1. Make an exhibit (borrowed from library or from members of training course or friends) of picture books and story books interesting to small children.

2. Base some activity (dramatization, game, book-reviews) on the exhibit mentioned in No. 1.

3. Plan in detail (food, entertainment, favors, arrangements for coming and going, care during party, etc.) a party which a Girl Scout troop might give for younger children.

4. Make samples of safe toys from odds and ends of material, so that students may have something with which to arouse the interests of their Girl Scouts along these lines.

5. Decide what a troop might include in a "rainy-day box" for a young child, and have students actually make a few of the articles as illustrative samples to show to their own troops.

DISCUSSIONS

In the following list are things that might be *talked about* in this area. Always bring out the importance of this subject and its general scope.

1. Actual needs of young children in a normal community due to poverty, sickness, crowding, etc., versus the needs in communities where now thousands of workers and families have come in; where evacuees or refugees are coming in. (Quite aside from sickness, poverty, and delinquency, which are social problems of the community and handled by technical workers, the inability of young children to look after themselves forces on society a recognition of its responsibility to help the helpless. In return, much is to be learned by the helper. Discuss places where skilled young girls can help as individuals and as a group. Tolerance, understanding, sharing responsibility runs through the whole field.)

2. From specific tales of gallantry, helps, and ability shown by children in conquered or battered zones in the present war areas, to specific tales of need of children in every area—even the most normal—in this country, one may lead to the necessity of girls to assume responsibility and to cultivate skill in taking care of children.

3. How much responsibility young girls can be expected to assume in preparing foods and feeding young children. (Practically all babies and most young children have their diets set for them.)

4. Whether girls can collect clothes and make clothes for institutions and homes. What kinds.

5. How much responsibility young girls can take in bathing and dressing babies and small children.

6. The widest and least dangerous, as well as the most needed area in caring for children is the area of entertainment. Two given types of amusement and entertainment should be discussed: (a) the non-participating kind, where most of them are being entertained, and (b) the participating kind. Consider the values and proper place of both types.

7. The need for toys, layettes, clothes, which can be found, made, and refurnished by girls is probably great. Discussion should cover how to discover the need and the sources for materials.

TAKE CARE OF OLD PEOPLE AND SHUT-INS

Girls should be taught, "one thing I can do for my country is to make old people and shut-ins happier," because they are dependent on others for some kinds of assistance and comfort. This might include the following:

1. *Entertain individuals or groups,* e.g., read to them.
2. *Run errands,* tidying rooms, etc.
3. *Provide things for their use* or enjoyment, such as plants and Christmas gifts.

Activities for Girls

In the following list are things that the leader might help girls to do:

1. See My Community badge, number 14, pages 176-182 *Girl Scout Handbook.*

2. *Quilt Patches.* Collect scraps of material for quilt patches and send to Old People's Home.

3. *Bulbs.* Pot bulbs for sick people and deliver on their birthdays.

4. *Cards.* Make birthday cards for sick people or those in Old People's Home.

5. *Walks.* Take blind people for walks.

6. *Music.* Play piano for old people to sing.

7. *Plays.* Entertain those in Old People's Home with chorus, plays, puppet-shows.

8. *Bags.* Make armchair or bedside bags for old ladies.

9. *Terrarium.* Make a small terrarium for a window-sill or bedside table, and fill with small wild plants.

10. *Reading Matter.* Collect magazines and books for shut-ins, and conduct a circulating library, taking care of all deliveries; or conduct a service in delivering and collecting books for public library.

11. *Letter-Writing.* Conduct a letter-writing service for shut-ins.

12. *Writing Paper.* Make personal writing paper for those in Old People's Home. (The ordinary typing paper folded and stamped on corner with initials of recipients. The stamp can be a potato, eraser, or linoleum print.)

13. *Puzzles.* Make jig-saw puzzles for shut-ins, and conduct a circulating library of these.

14. *Shopping.* Offer a Saturday shopping service to some person unable to get to the store.

15. *Games.* Compile a set of simple, non-active games that would be appropriate to a gathering of elderly people, and be prepared to conduct them. Do the same for a group of physically handicapped children. Also, make a set of bed-or tray-games that ill or physically handicapped children could use.

Things Girl Scouts Have Done

1. *Pittsburgh, Penna.* "Last Christmas the Brownies baked cookies for the orphans at the Zelienople Orphanage. Each Brownie mother supervised two Brownies during the baking process. The cookies were presented in a gayly decorated basket at a church service for the Orphanage.

"This year Brownies are making bedding for and painting cradles, and dressing dolls to put in them. Some will go to children of poor families in the community and others to orphanages, etc.

"Brownies put May Day baskets on doors of invalids and old persons in their neighborhood. Each Brownie made a basket and articles for the basket."

2. *San Diego, Calif.* "Many troops made eighteen-inch squares of white cloth, neatly hemmed, to be given to elderly people to carry at night as signals to motorists. The habit of many elderly people to wear dark clothes had resulted in so many accidents that this project was carried out at the request of the Safety Council as a community project."

3. *Beacon, N. Y.* "As the culmination of their Home Nurse badge, one group had a very fine exhibit of a sick room and the way it should be outfitted and kept. Two girls were in charge of the exhibit each day to explain it to members of other troops."

4. *New Haven, Conn.* "As a project for Community Service, the group made bedside bags for the Old Ladies' Home. In these were placed such conveniences as paper handkerchiefs, quilting squares, a year's subscription for their favorite magazine, and even a salt shaker (since so many felt their food could stand a bit more seasoning). Conferences with the matron, acquaintance with their chosen 'old ladies,' and an understanding of the 'hidden desires' of the shut-ins were a valuable by-product of this endeavor."

5. *Watertown, Mass.* "Girls in one troop spent one day every week doing errands for people who were shut in—changing library books, matching wool, and so forth."

6. *Mount Vernon, N. Y.* "A new publication for shut-ins originated in a Senior troop that was interested in writing and wanted to combine that avocation with a worthwhile community service project. The girls assembled 'cheery poems and thoughtful sayings' of others with poems, essays, and observations written by the troop members. They called their mimeographed booklet, *The Party Line.* They sold subscriptions just as other publishers do, with the difference that their subscriptions went in pairs. That is, for every subscriber who received one copy of *The Party Line,* a second copy was sent free to a shut-in. The many letters and phone calls expressing appreciation for their project have shown that it was generating much good will in their community."

Suggestions for Leaders

In carrying out activities in this area, here are some of the things leaders need to be aware of:

1. Find out what already is being done by public and private agencies in your community. Find out if they cover the whole area, and recognize where young girls can or cannot step in.

2. Find out the abilities and resources of your girls so you together can make place for regularly fulfilling a need expressed. Recognize that each girl is likely to have a different contribution according to ability and temperament.

3. Be sure your girls recognize the similarity of this area—only at the other end of the scale—to that of caring for young children, i.e., those who cannot take care of themselves.

4. Be sure the elements of citizenship (which mean, not only "assuming responsibilities," kindness, tolerance, and such, but making it possible for others

to give to you in experience, in judgment, and in learning) are recognized and developed in your girls.

Hints for Trainers

See "Trainers," page 7.

SKILLS AND ACTIVITIES

In the following list are things that might be *done* in a course. Always be certain that these are related to *girls'* needs.

Like taking care of children, this area offers few skills that can be learned in a course. The skills of finding real community needs and getting the girls to carry out a plan are important ones here. Any of the activities listed under "Activities for Girls" would be appropriate to include in a leaders' training course.

1. Make armchair or bedside bags for elderly or sick people so that students will have completed samples to show to their troops. (Contents for such bags would vary according to type of recipient.)
2. Make samples of personal writing-paper, birthday cards, etc., so that leaders may have examples to show their troops.
3. Select several simple, non-active games that would be appropriate to a gathering of elderly or physically handicapped people, and make a card-file of them, complete with directions. This would be a good starter for the leader of a troop who chose to follow this through in greater detail.
4. Invent a number of tray-or bed-games that ill or physically handicapped children could play. If time permitted, students might actually assemble some of the materials necessary for playing these games and directions for playing. A leader who was able to take back to her troop even one sample of such a game might find that her Girl Scouts would be stimulated to working on a more complete bedside or tray-games kit.

DISCUSSIONS

In the following list are things that might be *talked about* in this area. Always bring out the importance of this subject and its general scope.

1. How young people (through offering their services of legs, arms, and eyes, and through cheerful, amusing, and skillful entertainment) can learn to take part in the whole social scheme, can know the necessity of patience and understanding, and can recognize the contribution of age. (The greatest tragedy of old people and shut-ins is the growing feeling of becoming a burden, of no longer being needed. While they may be unable to take care of themselves, they still have much they can give, not only in the experience of their years, but in actually doing things with a little help. There is no area where service can bring so much to the giver or where it is needed more.)

2. What organizations and agencies for the "care of" old people and shut-ins who are on the "needy" roll do. How families look after their old folks. Homes give them a living. Where are the gaps that can be filled in? What are the things older people need above subsistence wants? Can girls help them?

3. What old people and shut-ins need that girls can give them. Start with the obviousness of "wanting company" or "someone to talk to" and add to the list: shopping done, errands run, someone to read to them, mild entertainment, hobbies developed.

4. What these old people can give to young girls in return: showing them how to sew, quilt, garden, knit, crochet, experiences of their own, so that both the old people will feel they are making a contribution and the girls will realize how much they can learn from the old people.

5. How you would go about making a plan that would use your girls' abilities, encourage regular service, and actually fill a need in your community.

BE KIND TO NEWCOMERS

Girls should be taught, "one thing I can do for my country is to be friendly and helpful to newcomers in my community," because, both for their own sake and for the community's, they should be made to feel a part of the community as rapidly as possible.

Newcomers may be industrial or migrating workers, or they may be refugees and evacuees. They may be of the girls' own age, or older people, or little tots. There are many things girls can do for each group, but probably in most cases their own age-group is the place to start. They might:

1. *Learn the names of newcomers* in the community from schools, churches, and real estate agents.

2. *Invite these newcomers to join their group* or other community activities already existing.

3. *Start special community activities to include newcomers,* such as supervised after-school play activities. Vacation time offers special opportunities for outdoor activities in parks and playgrounds.

4. *Invite the mothers of these newcomers,* perhaps with the mothers of the girls' own group.

5. *Find out from the mothers their particular hobbies and interests,* and try to have them share in carrying out activities for their children.

Similar procedures can be followed with both older and younger groups.

Activities for Girls

In the following list are things that the leader might help girls to do:

1. *Troop Membership.* Invite newcomers to join the Girl Scout troop or other group. Particularly if she has been a Girl Scout or Guide in her own country, a girl will be glad to be asked to join a troop here.

2. *Guest Membership.* Have guest membership for newcomers temporarily in the community.

3. *Friends.* Learn to know newcomers at school and make friends with them.

4. *Principal.* Notify principals of schools of your desire to welcome newcomers in the school. One school principal says he depends upon the Girl Scouts to make newcomers feel at home, and always notifies the Girl Scouts of any newcomers at school.

5. *Special Affairs.* If it is not possible to invite newcomers to join troops (or if newcomers are so temporary in the community that they cannot join troops), plan special affairs to include them, such as community singing, special outdoor activities.

6. *Neighborhood Party.* Give a "good neighbor party" to a group of new girls in the neighborhood of your troop.

7. *Contribution.* When a girl joins a troop, try to make her feel that she has a contribution to offer. Several communities have reported an added richness in their troop programs because of the participation of refugee children.

Things Girl Scouts Have Done

1. *Rocky Mount, N. C.* "Girls helped a new family to get settled in their home. They also took care of children in newcomers' homes so that parents could attend church on Sunday."

2. *Greensboro, N. C.* "A number of troops combined to give a Christmas party for old people and little children who had recently come to Greensboro because of the big military cantonment there. This was done in one of the churches for colored people."

3. *Flint, Mich. (camp).* "Girls were helped to see the importance of being kind and friendly to those who were strangers to a group: late arrivals at camp, visitors from other camps, and visiting other camps themselves."

4. *Miscellaneous.* "One troop gave a party in honor of British evacuee children. Another troop wrote letters of welcome to new girls in the neighborhood and invited them to a special troop event."

Suggestions for Leaders

In carrying out activities in this area, here are some of the things leaders need to be aware of:

1. The unusual movement of populations offers an opportunity to point up to Girl Scout leaders and councils their responsibility to take the names of Girl Scouts who transfer from one community to another, and to make a special effort to notify troops in other cities that their Girl Scouts are moving from one city to another. In addition, troops and councils in communities should make a special effort to take care of Girl Scouts transferring into their community.

2. This also applies to Girl Scout leaders moving from one community to another. If this were emphasized, leaders going from one community to another would know that they would be welcome in offering their services in the new community.

3. The situation today offers an opportunity to mothers to find a place for themselves in the new community as leaders, program consultants, or troop committee members.

4. Find out what kind of people are coming into your community to settle temporarily or permanently and for what purpose.

5. Find out what the community is already doing for these people.

6. It is well to remember that some will be in the lower laboring class, some in the working or managerial class, some (like refugees and evacuees) in these or in a highly cultured class. Therefore, it is not just a question of what your girls can do *for them,* but what *they can do for the girls* and for the community. Both adults and children will be in these groups.

7. Understanding of other races and classes, acceptance, learning of other cultures and exchange of cultures are some of the implications of activities in this area.

8. "Guest Membership" for new children are recommended rather than wholesale enlarging of troops, especially when numbers of local girls may not be able to join Girl Scout troops.

9. The first problem with newcomers is not so much "doing for them" as making them welcome. Show them friendliness, so they'll be glad they're in your town.

10. There is a grand chance for parent cooperation here, for there are no barriers between children unless imposed by thoughtless narrow adults. Therefore, see how *your girls* with their parents and *newcomers* with their parents can be brought together as a fascinating project for your troop.

11. Language differences may be a stimulus to the older girl group.

Hints for Trainers

See "Trainers," page 7.

SKILLS AND ACTIVITIES

In the following list are things that might be *done* in a course. Always be certain that these are related to *girls'* needs. This is another place where leadership skills, how to arouse interest, discover needs, make a plan, outrank manual skills as such.

1. Make a plan involving two or three kinds of introductory parties for newcomers to your community: how your own girls and their parents could be interested; how newcomers could be approached; what you would do at the first gathering; how you would follow up.

2. Work out some simple adjustments to normal troop procedure that a leader might make in order to include in her troop, for the time being, newcomers to the neighborhood.

DISCUSSION

In the following list are things that might be *talked about* in this area. Always bring out the importance of this subject and its general scope.

1. This topic can be approached from a citizenship and "community pride" angle. Show one group's eagerness to welcome, help adapt, and use all the new strength (not weakness) that is bound to come to hundreds of communities due to a shifting population forced by military work and evacuation demands.

2. Get students to anticipate the kind of newcomers that are likely to arrive in their communities in the coming months. Classify them and see whether they go together or would have to be considered as separate groups.

3. Discuss the kinds of things one can plan for young people who are new in the community; for adults; for adults and young people together.

KNOW AND USE RECREATIONAL ACTIVITIES

Girls should be taught, "one thing I can do for my country is to know how to keep groups of people—children, or old people, or my own age—amused and occupied for periods of time," because recreational activities, when groups are gathered together, need to be led and stimulated. Recreation is always needed, but more than ever in times of stress when people are likely to be thrown into groups as strangers to one another.

LEADERSHIP

People in large or small groups are easily infected by the dominant psychology of that group, whatever may have gotten the group together—fear, boredom, loneliness. Whether people are thrown together by chance or choice, it is desirable and necessary that leadership in that group take charge for the distraction, absorption, or entertainment of the group. This is not only for passing time pleasantly, but for healthy, happy mental attitudes and viewpoints.

RECREATION

Recreation, especially of the sort in which everyone participates, is a need in the lives of busy, tired people. This is particularly true in times of stress, when worry or extra care occupy much of the time. But people are not resourceful when thrown together unexpectedly. In familiar surroundings, with materials at hand or with a few friends, they can invent some things to do. Leadership is needed in most other situations, and recreation well led tends to create a friendly, happy atmosphere.

Activities for Girls

In the following list are things that the leader might help girls to do:

See *Girl Scout Handbook,* "Sports and Games" chapter, pages 600-642: note especially page 638, numbers 1 and 4. Games badge, page 639. "Music and Dancing" chapter, pages 430-472: note especially page 446, numbers 1 and 5. Minstrel badge, page 451; Dancer badge, page 469.

1. *Games Kit.* Assemble and be prepared to use a simple, portable "Games Kit," including equipment and directions for five or six games that would be appropriate to use in amusing a group of children who are together unexpectedly and who do not know each other.

2. *Chorus.* Develop a small troop chorus which is able to demonstrate a few songs from Girl Scout song books that might easily be taught to a group of children who are together unexpectedly and who do not know each other.

3. *Dance-Group.* Develop a troop dance-group, which is able to demon-

strate the dancing of a few simple folk-dances and singing-games that might easily be taught to a group (see *Skip to My Lou, Whirling Maiden,* and *On Your Toes,* Girl Scouts, Inc.).

4. *Acting Games.* Participate in running off an evening of charades or other simple acting games.

5. *Quiet Games.* Know quiet games that can be used with groups where no noise may be made.

Things Girl Scouts Have Done

1. *Shreveport, La.* "A Senior troop worked in the Toy Libraries all summer. The members were assigned to different ones as volunteer assistants. In preparation for the summer, they worked all the spring with specialists teaching them game-leading, song-leading, story-telling, book-repairing, and reading aloud."

2. *Michigan.* "A troop served both itself and the community when it organized an outdoor nursery for children from two to five years old as a means of earning money for their Girl Scout Little House.

"This nursery was held on a playground offered by the school board. The girls made their plans carefully, assigning to each Girl Scout a section of the community to be surveyed for the number of children eligible and interested. A mother at the north end of town and a mother at the south end of town picked up the children in their cars in the morning and returned them safely home at the end of the session. The girls conducting the nursery combined a game period, an art period, a story hour, and a luncheon period in their program.

"When they understood what was being done, members of the community were most cooperative. The milkman even changed his delivery time to coincide with the children's luncheon period; and when mothers wanted to send cookies to supplement the luncheon at the playground, they sent them by this same milkman.

"While the girls were planning this summer project, they were asked to make an exhibit for the annual flower show. So they made a miniature model of the proposed nursery, which brought forth many questions from interested parents.

"As a result of this project, the girls earned money to build a Little House, learned a great deal as individuals about the care and understanding of children, and at the same time contributed very definitely to the outdoor recreation of their community."

3. *Miscellaneous.* Other activities leading to skill in this area, which have been reported by troops, are:

Telling stories to children.

Directing games for underprivileged children; at a picnic.

Running community folk-dances.

Acting as assistants at day camp.

Helping to care for children at special theatre performances.

Establishing nurseries on Saturday mornings in the Girl Scout House while mothers shop.

Suggestions for Leaders

In carrying out activities in this area, here are some of the things leaders need to be aware of:

1. Find out what recreation is needed in the community for small groups; for large groups.

2. Prepare your girls for two kinds of recreational activities: (a) the

kind where they, as individuals or as a group, actually entertain or amuse an audience; (b) the kind where they get their audience to participate. Constant trying out within your own group and then with large ones is necessary to gain confidence. Finally, working with entire strangers is a test.

3. Study your own group and know physical limitations so that activities suit the occasion. Example: a group of newcomers who had to adjust to a restricted way of living were too underpar and tired physically to take part in the active program that was planned.

4. Development of leadership ability here is obvious. The ability to teach *others* to sing, to play, to enter into a game, to follow a leader far exceeds in importance the ability to perform oneself.

Hints for Trainers

See "Trainers," page 7.

SKILLS AND ACTIVITIES

In the following list are things that might be *done* in a group. Always be certain that these are related to *girls'* needs.

1. Lead singing.

2. Choose and direct songs and folk-dances that could be used with a group of persons who were unexpectedly thrown together in a place, such as a school-house or parish-house.

3. Choose and direct a number of quiet games (non-moving) that might be used with such a group as is mentioned in item 2, but who are assembled in a place where activity is difficult or inadvisable.

4. Choose and direct a number of games that might be played with children who are being transported in a bus.

5. Choose and direct some "ice-breakers" for a group of strangers of mixed ages who are together unexpectedly.

6. Present student group with a problem, such as the following, and have them carry out a project which might serve as a solution:

   a. A group of fifty persons of all ages and both sexes has unexpectedly been gathered together in a school-house for several hours. The older girls in your troop have been asked to help to devise a diverting two hours for them. Moving about is difficult or inadvisable.

   b. A bus load of forty children, boys and girls, between ages seven and ten, are being transported to a city a hundred miles away. The older girls in your troop have been asked to keep them entertained.

7. Develop a "Games Kit" with simple material for several active and quiet games designed for use in situations where large groups need to be entertained. Devise a list of non-equipment games that could be used for groups of all ages.

DISCUSSIONS

In the following list are things that might be *talked about* in this area. Always bring out the importance of this subject and its general scope.

1. The kinds of games and songs people follow easily.
2. The kind of entertainment that can be carried on in a limited space without people moving around.
3. The sort of things that can be done for entertainment with no equipment or properties or with a limited amount.
4. What "ice-breakers" are when one is among strangers.
5. The values or uses of entertainment when all the groups participate; when only part of the groups participates; when only one or two persons participate.

RELEASE ADULTS FOR OTHER WORK

Girls should be taught, "one thing I can do for my country is to do the regular work of some older person, so that she may do a task I am not old or strong enough to do," because skilled adults will be more and more called on for war work, and their regular tasks should still be carried on.

Activities for Girls

No single activity or field of activities can be cited under this heading. The range is as wide as the country, as diverse as each separate community or group within communities.

Things Girl Scouts Have Done

1. *Gardening.* "Two girls in one troop weeded regularly once a week the small garden of a neighbor who was temporarily employed on a local defense project."
2. *Dog-walking.* "One city troop offered a dog-walking service to a troop committee member who worked all day for several weeks as a volunteer in the local Red Cross rooms.
3. *Shoveling.* "One troop volunteered to keep clear of snow and ice the sidewalk of a woman whose son (who ordinarily assumed the responsibility) was called to the service."

Suggestions for Leaders

The most important thing to get over is the attitude: first, that the most helpful thing teen-age girls can do is to release adults; second, that the place to begin is at home. Neither of these propositions is likely to be very attractive to girls, who are at the most idealistic and heroic age and see themselves as Florence Nightingales soothing the brow of the wounded, rather than as mother's helpers minding little brother.

It is up to the leader to make this sound important and glamorous—and incidentally to be alert to find places where this "releasing adults" can actually hold elements of adventure and romance to offset drudgery.

Hints for Trainers

See "Trainers," page 7.

SKILLS AND ACTIVITIES

The skills leaders need in this area are those of analyzing needs, choosing service, and making it interesting and satisfying to the girls.

DISCUSSIONS

In the following list are things that might be *talked about* in this area. Always bring out the importance of this subject and its general scope.

1. *Food* (see "Use Food Thriftily," page 13).
2. How "releasing adults" can make homely tasks glamorous.
3. The dangers that girls run of being imposed upon in the name of releasing adults, and how this can be safeguarded.

CONSERVE RESOURCES

Girls should be taught, "one thing I can do for my country is to combat wastefulness of every kind," for two reasons: first, because everything can be saved and used, especially in connection with the government's plans for conservation and production; and second, because Americans need to learn the habit of thrift.

The government's plan for conservation of material resources and for industrial production involves saving and using everything we have and producing more for future use.

Girls can practice conservation in regard to:

1. *Food* (see "Use Food Thriftily," page 13).
2. *Natural resources:* by not picking flowers or cutting down trees except under proper conditions; by planting to prevent soil erosion, etc.; by cooperating in community reforestation programs; other.
3. *Materials needed to make up for lacks,* especially those needed for defense or relief: tinfoil, paper, cardboard, etc.
4. *Themselves:* keeping well, going to school, learning citizenship, growing strong, as the future depends on them.

Thrift is not just saving. It is not just "not wasting" either. It is combining ingenuity and materials at hand to secure needed things. It is a combination of time, energy, and ideas, whereby everything one has is used to its fullest, not only for the purpose for which it was secured, but for any other purpose thereafter. Wastefulness is not usually intentional, it is thoughtless. But real thrift is usually born of need. The time of need is approaching. In certain fields it is already here, e.g., aluminum, peroxide, cheese, tweeds. Thrift in a conservation program means anticipating needs, making plans to forestall or offset lacks, securing substitutes, finding new sources (even if they're your own hands) in making clothes or fixing foods; your own feet in running errands where there is no gasoline; your own muscles in planting, caring for, and harvesting a garden.

Activities for Girls

In the following list are things the leader might help girls to do:

1. See My Community badge, number 3, pages 176-182, *Girl Scout Handbook.*
2. *Reforestation* under expert direction. Plant areas near rivers or lakes for flood control and water conservation; plant fields that cannot be used for farming; plant to provide good hard wood for future; plant to provide shade for future; plant around city for shade, for beautifying, etc.; plant on camp

properties for improvement of property, for shade, for future wood supply, for Christmas trees, etc.

3. *Vegetable Garden.* Plant a troop or patrol vegetable garden and supply some family or community agency with the results.

4. *Farming.* Offer their services as "farmerettes" on nearby farms during summer months. (It is important for the leader to see that this is done under desirable auspices.)

5. *Tents.* Offer to repair and waterproof tents which belong to their local Girl Scout camp.

6. *Other.* Many activities listed under "Find and Utilize Materials at Hand" page 32, and "Use Food Thriftily" page 13, might also be listed here.

Things Girl Scouts Have Done

1. *Scranton, Penna. (camp).* "This camp is now using an area planted by early campers—a grove of pine trees, now tall enough for adults to walk under."

2. *Bay Shore, L. I.* "Troops made and kept a garden for the hospital."

3. *Washington, D. C. (camp).* "Campers are assisting in the control of blister rust, a disease of the pine trees in the national forest where the Washington camp is located. Under the guidance of the Forestry Department, a crew of Senior Girl Scouts goes into the forest, finds the shrubs where the disease develops, and destroys the plants before they can spread to the trees. The project was carried on throughout the entire summer."

4. *Gastonia, N. C. (camp).* "Each new camper planted trees in the nursery. In that same camp there was some planting of native wild flowers in unit retreats and around the cabins. Ferns were planted on slopes to the stream to help control the bank."

5. *Cambridge, Mass. (camp).* "Campers planted a garden where backyard gardens, window boxes, and flower-pot gardens for the individual children were followed by the promotion of the camp garden. A neighboring farmer ploughed and planted in May and worked with the children during the season, teaching them to hoe and weed, hill, cultivate, spray, etc. This garden proved to be the center of interest in the camp. One of the big events of the summer was the scarecrow contest which brought forth some real ingenuity from the campers."

6. *Springfield, Mass.* An herb garden was reported from the regional camp report of Region I. "This garden was started by a Senior Girl Scout troop. It was tended by the Springfield day campers. Over 200 bushels of herbs have been harvested to date. A large part of this harvest will be sent to England to be used for medicinal purposes. The remainder will be used to cover shortage of herbs in this country which, under normal circumstances, would come from countries now at war."

7. *Columbus, Ga. (camp).* "Campers discovered that paper cups and towels were being used extravagantly and that the grounds about the washhouses were often littered with paper. A board of health (representative elected from each cabin) was organized and met several times each week with the camp nurse. This board became the supervising group for the health and safety of the camp."

8. *Glens Falls, N. Y.* "Brownies are taught thrift in caring for their own clothes. They learn how to arrange them in a suitcase, hang them up, wash the smaller items, etc."

9. *Cambridge, Mass.* "The New Hampshire Forestry Department asked the Girl Scouts to help in the control of the gypsy moth, and advised as to what the Girl Scouts could do. They were shown the gypsy moth caterpillar and asked to kill as many as they could find, and to creosote the eggs on the trees. The entire camp participated in this project."

10. *Detroit, Mich.* "The Camp Council noticed the many evergreens planted on the camp site by troops earlier in the spring, and expressed their desire to carry on a similar

project during the summer. This plan was followed up by writing to the State Conservation Department to purchase seedlings, if possible, and to determine whether or not it was practical to plant at that season. We were informed that the best planting time would be spring for the kind of trees we wanted. This information was taken to the Camp Council and they, in turn, voted to make the following recommendation to the Junior Camp Committee, who each spring plans a camp reunion: 'That seedlings be purchased and planted in each unit by campers who come to revisit the units on the Camp Reunion Day.'

"In the Detroit camp, as a result of a discussion on erosion, each unit in camp took on one project to help with control. Building of sturdy steps, establishing paths, digging drainage ditches were some of the projects in camp program designed for soil erosion control."

Suggestions for Leaders

In carrying out activities in this area, here are some of the things leaders need to be aware of:

1. Realize that girls must first of all learn to be thrifty about their own belongings before they can combat wastefulness in the community and help others to do so.
2. Discover where there are going to be reductions, if not elimination, of supplies and food, due to the government's program, and discover what substitutes are already suggested.
3. Realize that resources at hand to be conserved may be food, clothes, home supplies, community needs.
4. Find out if your state or community has a planting program of trees, shrubs, etc., and if your girls can help with it, whether it is beautifying the community or saving what is already there.
5. The most obvious implication in this area is one of thrift and resourcefulness. As the first step, show girls the usability of materials now wasted, such as garbage, paper, tinfoil, plants, and neglected trees.

Hints for Trainers

See "Trainers," page 7.

SKILLS AND ACTIVITIES

In the following list are things that might be *done* in a course. Always be certain that these are related to *girls'* needs.

1. Assemble an exhibit of materials that we are asked to save for government purposes.
2. Get hold of a tent that is in poor repair (possibly labeling it as to repairs needed), and suggest that those students who are interested might recondition it by applying patches, renewing tapes, mending, waterproofing, etc.
3. See "Activities for Girls" in section entitled "Find and Utilize Materials at Hand," page 32.

DISCUSSIONS

In the following list are things that might be *talked about* in this area. Always bring out the importance of this subject and its general scope.

1. The points at which there are likely to be shortages in foods, clothes, house- and community-products due to government needs. Discover some of their substitutes.

2. The points of waste now present in American homes and communities, and how these can be avoided. Consider here the psychology of the five and ten cent store products; cheap mass production doing away with homemade foods, clothes, other articles. Movies that stifle creative arts and entertainment, etc., must be considered, for they are basic to waste in energy, ideas, time, and materials. It is cheaper and quicker to buy a dress than knit it. No need of shoemakers with chain stores selling shoes, no need of baking bread and cakes with a store in the block, no need of making soup from bones with cans on the shelf.

3. What the troops in your community could do in the matter of conserving resources for the benefit of your local camp (e.g., reconditioning tents).

KNOW SIMPLE FIRST AID

Girls should be taught, "one thing I can do for my country is to give first aid to persons who are injured," because immediate help may keep the injury from becoming more serious. Great assets in time of trouble are:

1. *To recognize injuries* of any kind.
2. *To be able to take the first steps* to prevent further hurt.
3. *To secure immediate help.*
4. *Preventing the spread of disease* by informing oneself about and practising proper precautions is a related point. Congested areas increase the danger of epidemics. No individual can afford to be careless.

Activities for Girls

Activities in this area are fairly obvious. See *Girl Scout Handbook,* First Aid badge, page 279; and section on "First Aid," pages 236-251, with references; and Red Cross *First Aid Textbook.*

Things Girl Scouts Have Done

1. *New Brunswick, N. J.* "Brownies make swabs for use in hospitals. It was found that their little fingers do this work much more cleverly and exactly than larger and more clumsy fingers."

2. *Evansville, Ind.* "The Senior Girl Scouts of one troop became appalled at their own inefficiency when called upon for help during a recent flood. They realized that they were handicapped by ignorance and lack of skills. They decided to remedy this situation. As soon as possible they organized an S. O. S. squad—Scouts of Service. To become a Scout of Service, each girl has to be certified in first aid by the American Red Cross; acquire a knowledge of home nursing and nutrition; learn how the community was organized to meet emergencies; and how accidents and hazardous situations should be reported. These girls studied about conditions that are likely to exist in time of storm, flood, fire, or other emergency, and prepared themselves to work efficiently as a unit."

3. *Middletown, N. Y.* "Senior Girl Scouts who have completed a Red Cross first aid course have been assigned to positions as Junior Assistants for the Emergency Relief Station by the Red Cross within this vicinity."

Suggestions for Leaders

In carrying out activities in this area, here are some of the things leaders need to be aware of:

1. Simple first aid for others is harder than for oneself because of a number of factors, not least of which is judgment of the other fellow.
2. Stress importance of prevention of accidents as first duty of a first aider.
3. Girls must not only have certain skills, suitable to their age, for taking

care of people who are hurt; they also must know the swiftest and most direct way to secure further help. To know where to turn and how is part of skill in first aid.

4. You can get different groups in your community to help explain to girls what happens in emergency calls to hospital; police; fire department; where the nearest of each of these is, and how they are reached by telephone, by car, by foot.

5. Obviously, your older girls can assume considerable responsibility, but it is your problem to see that they know the danger of assuming too much.

6. The Red Cross or hospital emergency will help teach girls these subjects. In return, girls can help them by serving.

7. Since girls are at least as likely to deal with accidents in the home as on the highway, do not neglect to play up this kind of first aid. Stress also importance of "home safety" to prevent accidents.

Hints for Trainers

See "Trainers," page 7.

SKILLS AND ACTIVITIES

The activities suggested for girls are appropriate for a training course, with interpretation as to how they might be presented to Girl Scouts in a troop. For example: apply bandage to someone else's ankle, foot, leg, arm, head; know how to stop flow of blood; remove splinter; make a stretcher; revive a fainting person; and treat a burn, cut, bruise.

DISCUSSIONS

In the following list are things that might be *talked about* in this area. Always bring out the importance of this subject and its general scope.

1. What girls under ten can do; girls ten to fifteen; girls over fifteen.
2. What community resources may be used to help in first aid instruction. There may be several.

KNOW HOW TO COOK OUT-OF-DOORS

Girls should be taught, "one thing I can do for my country is to be able to prepare good meals out-of-doors, with little or no equipment," because conditions may arise when the usual indoor cooking equipment, gas or electricity, is not available, and it is very useful to have had practice in cooking under simple conditions.

Under this heading, the thing to emphasize is not so much actual skill in outdoor cooking—which has already been included under heading, "Know Simple Campcraft," but *applying that skill in providing for groups of people.*

Activities for Girls

In the following list are things the leader might help girls to do:

1. *Various Conditions.* Plan, prepare, and serve meals out-of-doors for groups under different conditions, as:

   a. When the group is from ten to one hundred.
   b. When you are the only cook.
   c. When a group, say from three to eight persons, of which you are one, is responsible.
   d. When the whole group shares in the work.

2. *Field stove.* Borrow an army field stove or something similar. Plan and execute in every detail an appetizing and quickly prepared meal at minimum cost for a group of over twenty persons.

3. *Improvised stove.* Improvise stoves out-of-doors (using rocks or digging trenches), and plan and execute a meal (see above conditions) utilizing these stoves.

4. *Recipes.* Work out recipes for simple, nourishing dishes that can be prepared quickly for large groups of people. These should be things which would appeal to the general run of Americans of both sexes (hearty soups, stews, etc.). Cook some of these for a group of 50-100 people, if possible.

5. *References.* See *Girl Scout Handbook,* Outdoor Cook badge, page 591. Also, *Woodland Cookery, Day Hikes, Winter Camp Menus, Let's Plan Our Meals, Campcraft A B C's,*— all of which are Girl Scout publications; *Trail Cookery for Girl Scouts,* Kellogg Company, Battle Creek, Mich., free; and *Jack-Knife Cookery,* by Wilder (Dutton).

Things Girl Scouts Have Done

1. *Topsfield, Mass.* Mobile Canteen. (Full account may be found in *The American Girl,* February, 1941.) "Inspired by the thrilling accounts of how the English Guides fed

people after serious raids, the Topsfield Girl Scouts requisitioned a station wagon, collected the necessary equipment, and started their mobile canteen unit. All sorts of clever, homemade and home-collected articles, arranged in units, went into the station wagon to make preparation and serving of food easy to groups needing such aid. Courses in canteen training are being given with emphasis on organization for canteens, simple quantity cookery, outdoor cookery, and efficient methods of quickly setting up canteens for varying numbers of people."

2. *Riverside, Calif.* (*camp*). Each camper in an older girl unit was expected to do each of the following during her camping period:

a. Assist in preparing and packing food for her unit's cook-outs.

b. Prepare with group a one-pot dish.

c. Cook satisfactorily a bread-twist.

d. Cook a beverage in a simple vessel, such as a tin can.

e. Prepare and cook satisfactorily a main dish in a frying pan or in a reflector oven.

f. Heat water in a tin can, wash dishes, and pack away after a meal.

g. Dig pit and bury garbage and trash correctly.

h. Demonstrate ability to toast bread and marshmallow over hot coals without burning."

Suggestions for Leaders

Over and above the leadership required for individuals learning outdoor cooking, this involves the additional considerations imposed by the group situation, such as:

1. Organization of the group, both those doing the job and those being fed.

2. Quantity buying and cooking, how it differs from doing it for small groups.

3. Is waste the same in a large group?

Hints for Trainers

See "Trainers," page 7.

SKILLS AND ACTIVITIES

In the following list are things that might be *done* in a course. Always be certain that these are related to *girls'* needs.

1. Of the above mentioned "Activities for Girls" it would be especially interesting and pertinent at this time for a leader's training group to work on No. 4. Such a project as the above might be the culmination of a leader's course in outdoor cooking.

2. Experiment with various types of cooking-stoves which might be used for large group street-cooking. Consider situations which might call for the use of wood, or gasoline, or kerosene, etc.

DISCUSSIONS

In the following list are things that might be *talked about* in this area. Always bring out the importance of this subject and its general scope.

1. How some of the outdoor cooking projects planned and executed by this course might be adapted to mass-feeding on a larger scale.
2. How waste can be eliminated in large-group feeding.
3. How a large-group street-cooking project might be manned by Girl Scouts; be organized.

BE ABLE TO ORGANIZE GROUPS

Girls should be taught, "one thing I can do for my country is to know how to organize groups," because when several people undertake either work or play together, more is accomplished more smoothly, with less waste time and motion and with more fun, if there is some plan for delegating jobs, for bringing the parts together in a whole, and for directing the undertaking.

Girls can learn these *simple rules for organizing groups* of people, and for *bringing order and effectiveness out of confusion.*

Activities for Girls

In the following list are things that the leader might help girls to do:

1. See Junior Citizen badge, numbers 16, 17, 18, pages 187-193, *Girl Scout Handbook.*

2. *Discussion.* Lead a group in a discussion which thinks through, solves a problem, and arrives at a decision on a course of action.

3. *Organization.* Organize a group of six or eight persons to carry out a definite project, such as a cookout, a party for newcomers in the community, a cross-country hike.

4. *Delegation of Responsibility.* Break up a group of different sizes into efficient units for the following situations:

   a. To go somewhere.
   b. To plan a project.
   c. To carry out a specific task.
   d. To avoid being lost.
   e. To reach each other after being scattered.
   f. For speedy communication.

5. *Mobilization.* Get thirty people in a short time to a given spot that only you know, when you cannot directly reach all thirty.

6. *Game.* Lead some type of "wide game," which necessitates one or more of the following: getting a large group together quickly after the members have been scattered; breaking up large group into smaller units to work as teams; delivering word-of-mouth messages accurately to widely scattered persons.

7. *Group Organization.* Some time during the troop year, use the following forms of group organization in making a plan or getting a piece of work done:

   a. Break up into small groups and have a representative of each group form a central committee for gathering and deciding upon opinions (the patrol system is a good example of this type).

b. Have a general or "town" meeting, with a chairman who gives each troop member an opportunity to express her opinion.

8. *Observation.* Visit, if possible, as a troop or patrol, a meeting of the Women's Club, P.T.A., etc., in order to observe that:

a. Its members take an active and responsible part.

b. Responsibility is delegated.

c. The large group is sub-divided into smaller groups for various reasons.

d. There are officers with certain jobs.

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Things Girl Scouts Have Done

1. *Billings, Mont. (camp).* The following excerpt from the visitor's report tells a story:

"I helped with the dishes after dinner and was horrified at the lack of supervision, the cold water, the careless work, the small number of girls on the job, and so forth. I realized that it was less than 24 hours since the camp opened, and that no time had been allowed for the staff to get the machinery of camp worked out before the girls arrived, but felt that the director's attention should be called to the situation. She seemed glad to know about it and asked for suggestions for its improvement. I outlined the plan used in many camps where dish-washing is done by everyone by tables. She liked the idea of the plan, but instead of just changing the system in her own camp by her authority as director she talked it over first with a group of old campers to see what they thought about it. They liked it, and so she discussed it with the staff the next morning to get additional suggestions. When I left she said she would call the camp council together to discuss it and to get their suggestions that afternoon. She felt that it was a good opportunity for campers to make their contribution to something that vitally affected camp living. I was delighted with this attitude on her part, and saw it reflected in other ways throughout the camp.

"I also attended a unit meeting where an overnight hike was being planned and wished that I could take stenographic notes of it. It sounded like the kind of planning we *talk* so much about and *hear* so seldom."

2. *Westchester Co., N. Y. (Camp Rock Hill).* "Can a Brownie troop be a 'small democracy?' One group of Brownies thought so. They met around the fire to decide what

to do on a rainy Fourth of July in camp. They sang *America* and talked about what each could 'see' when she sang 'I love thy rocks and rills.' They talked about the meaning of the Fourth of July to Americans and how to celebrate it; why they were glad to be Americans; why other countries are at war; and what makes a nation 'free.' One child said she was glad she lived in this country because it is a democracy. When asked what a democracy is she answered, 'A place where the people help make the rules and everybody has to work together to keep them.' The leader asked how they could work together to keep them, and their answers led to a consideration of necessary rules for living together. Those Brownies agreed that a Brownie unit in camp can be a small democracy, and that a Brownie troop can too, 'since Brownies are old enough to help make the rules and work together to keep them.' The short discussion ended and they dashed off in groups of their own choosing to get ready for 'plays' about America."

Suggestions for Leaders

In carrying out activities in this area, here are some of the things leaders need to be aware of:

1. Leaders themselves may know how to get a fairly good sized group in smooth working order, but do they know how to tell others how to do it? We all know the horror of a large gathering that is poorly organized. We've seen children marching in files on the sidewalk and we've seen them running up and down street cars. Girls whose leader uses commands are a dependent group in her absence. Girls whose leader has taught them to recognize their responsibility to each other and to their neighbors and community do not appear either as hoodlums or frightened lost souls when their leader is not present. If girls know what this means when they're among friends, it will be useful to them when among strangers in an emergency demanding organization.

2. Example is a powerful teacher. When working with your girls, organize them yourself, show them what you did and how, then give them practise in organizing groups over and over.

3. Groups may be organized from within by a member of the group itself, or from without by a non-member imposing organization upon them. Let your girls practise both kinds.

4. Organization is for a purpose (i.e., for discovering points of view, making a plan, accomplishing work, etc.) and should never be done for itself.

5. Do not forget that democracy is defended not because it is *highly* efficient but because it *develops people.*

6. Remember that there are many situations that tend to defeat the democratic process, of which a few are listed below:

   a. Things have to be done on time, so we take short-cuts in order to hurry them along.

   b. Leaders often want to see results for the troop rather than for the individuals concerned.

   c. Some leaders "freeze out" the girls' ideas and insist upon running things in a one-man way.

   d. Girls who are most able to help the leader are often not elected.

What can you do in *your* troop to help avoid these situations?

Hints for Trainers

See "Trainers," page 7.

SKILLS AND ACTIVITIES

In the following list are things that might be *done* in a course. Always be certain that these are related to *girls'* needs.

Many of the list of activities under "Activities for Girls" can be done with good effect in a training course. Here are a few others:

1. Have students observe a group of children taking part in a group activity, such as games, dramatics, chair practice, land practice, etc. Note the degree of participation on the part of the group and the devices that the leader of the group uses to get it to work together.
2. Ask students to listen in to radio forums, such as "Town Meeting of the Air," and see how experienced group discussion leaders ask questions, and encourage all to participation in the discussion.
3. Suggest that students keep a record, over a period of three or four meetings, of two girls in their troops as to whether they do or do not take responsibility in their troop activities.

DISCUSSIONS

In the following list are things that might be *talked about* in this area. Always bring out the importance of this subject and its general scope.

1. When commands and order are both necessary and acceptable; when undesirable and wrong.
2. The different kinds of situations for which leaders want to see groups organized; e.g., to get a given piece of work done; to plan a piece of work; to go somewhere; to get together quickly; to avoid being lost.
3. The amount of responsibility girls of different ages can assume in leading groups of their contemporaries, or of younger or older people. The variables that must be considered besides the age of the girl leading or the group led, such as size of group, previous experience, kind of discipline they have been accustomed to, and job to be done.
4. The principles of organization that apply in getting a temporary group to accomplish a given purpose.
5. Some practical ways for a leader to teach girls to lead groups and to test their ability to do it.

SHARE IN PROTECTION PROGRAMS

Every community in this country is developing a civilian protection program. Many communities also have military cantonments, which are affecting the civilian population. Girls can play an effective part in cooperating with these programs.

This section has been added to the foregoing parts of this pamphlet in order to gather in one place some suggestions particularly pertinent to situations for which the community has organized protection, such as blackouts, air raids, evacuations, Defense Bonds and Stamps, and military cantonments. Countless activities in the previous sections are equally applicable to these situations.

Activities for Girls

In the following lists are things that the leader might help girls to do in blackouts, air raids, etc.

Remember that being calm, cheerful, and able to do a few simple, helpful things is the role which girls should strive to play during those times when people are more than ordinarily nervous and upset.

BLACKOUTS

1. *Rules.* Get a list of the rules that citizens in their town are expected to follow in regard to blackouts, and post it in a place in their homes where it may easily be referred to. These rules will probably include suggestions about crossing dark streets, fixing their homes, etc.

2. *Curtains.* Know where their blackout curtains are kept and how to put up correctly in case they are the only members of their families at home when it comes time to turn on the lights.

3. *Lights Indoors.* Keep a flashlight, several candles, candleholders, and matches in a special place in their homes so that they and their family will be able to find them easily, should the electric power fail.

4. *Lights Out-of-Doors.* Prepare a flashlight for outdoor use during blackouts. The light should have a blue covering, either paint or cloth, because dim blue lights cannot be seen from a great distance.

5. *Light Bulbs.* Make it their business to see that light bulbs in rooms whose windows must be kept open at night are slightly loosened before going to bed so that no one can carelessly turn on the lights in the night.

6. *Games Kit.* Prepare a simple kit of game equipment (miniature checkerboard, cards, puzzles, etc.) or have in mind a few guessing games or other games that they could play with younger children in their families during evenings in blackout communities.

7. *Evenings.* Help their parents by being cheerful about remaining at

home during the evening in blackout communities, and be careful never to go out alone during blackouts.

AIR RAIDS

1. *Signals.* Be able to recognize the "alert" and "all clear" signals in their community.

2. *Wardens.* Know who their local air raid warden is.

3. *Regulations.* Get a list of the air raid regulations for their community and post it in a conspicuous place in their home.

4. *Shut-offs.* Know how to turn off the pilot light on the gas stove, and know where the shut-offs are for gas, water, and electricity.

5. *Away from Home.* Know what to do if an air raid occurs when they are not at home.

6. *Shelter.* Know the location of the air raid shelter or safety center near their homes, or the safest place in their homes.

7. *Air Raid Room.* If their instructions are to remain at home during an air raid, help prepare the safest room in the house as an air raid room.

a. Help paste muslin on the window panes in this room as a protection against flying glass.

b. Know how to put up the blackout curtains in this room.

c. Remove all pictures and mirrors from the wall and unnecessary objects from shelves.

d. Help to equip this room with the following items: blankets; first aid kits; such concentrated foods as dried fruits, nuts, chocolate, cheese, games, books, candles, musical instruments, a radio, if possible.

e. See that a supply of fresh water is kept in this room constantly.

f. If this room is not on the ground floor and has no fire escape, ask their local fire auxiliary warden to show you how to make a ladder of knotted rope to be attached firmly near a window.

8. *Water.* Know how to make water safe. (See *Safety-Wise,* pages 60, 61; or the *Girl Scout Handbook,* pages 540, 541; or *Let's Go—Troop Camping,* pages 33, 34.)

9. *Overnight Kit.* Prepare a simple kit containing some of the essentials for cleanliness and comfort in case it is necessary for the family to leave home suddenly and spend the night in an unheated shelter. For instance, they might include bedroll or blankets, toothbrushes, tooth paste, wash cloths, towels, soap, toilet paper, paper handkerchiefs, a first aid kit, concentrated foods, such as raisens, cheese, chocolate, and a flask that is kept filled with fresh water constantly.

10. *First Aid.* Know how to treat for mild shock and to apply simple first aid to cuts, bruises, and so forth. Know how to stop bleeding by hand pressure.

11. *Pets.* Know how to care for their pets. (These activities have been officially approved by the American Humane Association, 135 Washington Avenue, Albany, N. Y. The American Red Star Animal Relief Association,

located at the same address, has a leaflet on care of dogs and cats under war conditions. This is free and may be ordered in quantity by a Girl Scout council.)

a. Help older people by offering to feed and/or air their pets while their owners are engaged in emergency work.

b. Help in the making and distribution of tags for dog-owners to put on their pets so that they may be returned in safety in case of confusion during air raids.

c. Take a course in "Care of Pets During Air Raids" at local Humane Society, if one is available.

d. Help in manning the Animal First Aid Stations after they are equipped with the proper knowledge (c and d) suggested especially for Senior Girl Scouts).

e. Volunteer their services to local animal welfare organizations to aid in distribution of literature and, perhaps, in the actual care of animals during air raids.

EVACUATIONS

1. *Overnight Kit.* Make ready a kit containing some of the minimum essentials for an overnight stay away from home (see No. 9 under "Air Raids" or prepare a more complete kit for a longer stay, adding sleeping apparel, a change of underwear and stockings, stamped addressed cards to send news home, etc.).

2. *Name Tags.* Sew name tags into their own clothing and that of younger children in their family.

3. *Car Kit.* Assemble a kit for the family car, which contains the minimum essentials for comfort in the event that the family or an individual may be stranded in the car for a night or longer. This should include warm clothing, personal necessities, concentrated foods, fresh water, and a first aid kit.

4. *Children.* Be prepared to help in getting groups of small children on and off of busses or trains.

5. *Games.* Be prepared to help entertain a bus-or train-load of children simple games which do not require moving about (guessing games, writing game, etc.).

6. *Little House.* Work out a plan for the use of their Girl Scout Little House to harbor small children on short notice (a) for protection and entertainment during a few hours, (a) for "a" plus feeding, and (c) for "a" and "b" plus sleeping.

DEFENSE BONDS AND STAMPS

1. *Saving.* Set aside at least 10 cents each month and buy a Defense Stamp. (If you do not have a regular allowance, plan to do without one ice cream soda or movie a month and put the money into a Defense Stamp.)

2. *Troop Saving.* Make a plan to have every girl in your troop keep a

Defense Stamp book to which she adds regularly. Your goal might be to have every troop in your community 100% for defense.

3. *Folder.* Make a simple folder with an inside pocket into which you can slip your Defense Stamp book for safe-keeping. Use scraps of leather or stiff paper or cardboard, and make an original design for the cover.

4. *Play.* With other members of your troop, devise a short skit or playlet around the subject of Girl Scouts and Defense Stamps, and find an opportunity to present it in the school auditorium to a group of parents, or on the radio.

MILITARY CANTONMENTS

1. *Needs.* If there is such a unit in or near your community, find out what is needed to make it more attractive or useful (such as curtains, books, plants, wastebaskets, games, etc.), and make a plan in your troop to take care of one or more of these needs.

2. *Puzzles.* Cut out crossword puzzles from newspapers and magazines and bind them in books with pencils attached for use in hospitals.

3. *Stories.* Cut out continued stories from series of magazines and bind them together for use in hospitals.

4. *Flowers.* Paint tin cans and other containers with bright colors and keep them supplied with flowers for the hospital and recreation center.

5. *Books.* Collect books for the recreation center library.

6. *Landscaping.* Do some simple landscaping and flower planting around newly erected recreation buildings.

7. *Curtains.* Make curtains for recreation building windows.

Suggestions for Leaders

1. Remember that different communities have different regulations regarding conduct during blackouts, air raids, etc., and that it is important to know what *your* community expects of you.

2. Impress upon your Girl Scouts that their most important role in war emergencies is to be cooperative with whatever plans for their protection have been made locally. *Girl Scouts should know how to obey orders when orders are necessary.*

3. Girl Scouts will be expected to know something about discipline and control. Perhaps this may be mainly self-discilpline and lack of panic, but in the case of older girls it may mean helping to organize groups of younger children during air raid drills at school, or perhaps seeing that they get home when this is indicated.

4. An older person should act as liaison between the officers of a military cantonment and the girls in order to discover what the needs are, and should chaperone them while serving.

5. If articles such as puzzle-books, games, etc., are made for military cantonments, they should be put together in a very sturdy fashion.

Hints for Trainers

See "Trainers," page 7.

SKILLS AND ACTIVITIES

In the following list are things that might be *done* in a course. Always be certain that these are related to *girls'* needs.

1. Work out a simple set of suggestions for games that a Girl Scout could play with younger children at home in blackout communities. (See "Blackouts" No. 6, under "Activities for Girls.")
2. Get a number of the leaflets approved by the Office of Civilian Defense giving rules for conduct during air raids. Distribute them to students, and discuss how some of the information might be given through Girl Scout troops.
3. Send for some of the free leaflets on care of dogs and cats under war conditions (the American Red Star Animal Relief, 135 Washington Avenue, Albany, N. Y.), and discuss how this information might be interpreted to a Girl Scout troop.
4. Make sample dog or cat identification tags to be distributed for the use of animal owners to prevent loss of pets during the confusion of air raids.
5. Make sample crossword puzzle-books or other game material, indicated under "Activities for Girls" for military cantonments.

DISCUSSIONS

In the following list are things that might be *talked about* in this area. Always bring out the importance of this subject and its general scope.

1. Any of the material under "Activities for Girls" might form the basis of discussions in a training course. It should be considered from the point of view of how much of it applies to your own community and what local adaptions or additions should be made.
2. What the circumstances are relating to our neighboring cantonment, hospital, or service men's recreation center that would affect the types of service which Girl Scouts might render.
3. What some of the precautions are that a leader should take in initiating in her troop activities that bring the Girl Scouts into contact with cantonments.
4. What checking with her Girl Scout local council would be desirable for a leader to do before embarking on service of this nature.

RESOURCES IN READING AND RADIO

The following list of publications may look lengthy at first glance, but in truth it is brief in content and emphasis. Most of these publications are small pamphlets, series of phamphlets not yet finished, reprints from magazines, or radio programs.

GIRL SCOUT PUBLICATIONS

Pamphlets

Girl Scout Service Bureaus (Catalog No. 19-414, 5 cents). This small fifteen-page pamphlet describes possible ways of organizing Girl Scout Service Bureaus, and lists many types of services Girl Scouts might render in their community.

Senior Service Scouts and the War Program (Catalog No. 19-105, 5 cents). This twenty-four-page pamphlet describes the Senior Service Scout plan for membership, requirements, pledge of service, and Triple S emblem and official uniform; service and training programs of child care; food; transportation and communication; shelter, clothing, and recreation; narrative accounts of Senior programs; organizing and training Senior Service units.

Democracy and Girl Scouting by Frances Lee (Catalog No. 19-104, 10 cents).

Volunteers for Victory (Catalog No. 19-409, 6 cents each, $5 for 100 copies). This pamphlet is designed to describe the opportunities in Girl Scouting to volunteer one's services for defense.

A Leader's Guide to the Brownie Scout Program (Catalog No. 20-901, 50 cents).

Girl Scout Handbook (Catalog No. 20-101, 75 cents).

Intermediate Program Guide for Girl Scout Leaders (Catalog No. 20-117, 25 cents).

Idea Book for Senior Girl Scouts (Catalog No. 20-520, 25 cents).

Camping 1940 (Field Division, 5 cents).

Victory Gardens (Catalog No. 19-412, 5 cents). How Brownie Scouts, Girl Scouts, and Senior Girl Scouts can help to insure home food supplies.

Farm Aides: A Guide for Group Leaders (Catalog No. 23-315, 25 cents). For use in training supervisors of groups of high school girls who engage in emergency farm work. Illustrated.

Senior Girl Scouting in Wartime. (In preparation. Write to Program Division, Girl Scouts, for information.)

*Girl Scouts.

Also the *Girl Scout Leadership Course* (Catalog No. 20-118, $1) and *Girl Scout Leader* articles on program and program planning.

Periodicals

The Council Fire (50 cents per year) — especially for what girls in European countries, as well as our own, are already doing.

The American Girl ($2 per year)—especially for what girls in our own country are already doing; also activities of girls in other countries, particularly in the "International" number.

The Girl Scout Leader (50 cents per year)—issued monthly for leaders and local council members.

Your daily newspaper.

Current magazine articles.

OTHER PUBLICATIONS

A Civilian Defense Volunteer Office (free from United States Office of Civilian Defense, Washington, D.C.). A pamphlet describing what the volunteer office is, how it is set up, what it does, how it is organized, volunteer activities in civilian defense, training courses in civilian defense, volunteer enrollment card, work opportunity card, regional directors, voluntary participation committee. Leaders and trainers should be thoroughly familiar with the job of the local Civilian Defense Volunteer Office.

Defense on Main Street (Council for Democracy, Inc., 285 Madison Avenue, New York, N. Y., 25 cents). This guide book for local activities tells each citizen what he or she can do for defense and democracy. The stories and examples used in "Defense on Main Street" were taken from life. They were fought out and thought out in a thousand meeting rooms all over the country; figured out by the corner druggist, the housewife, the veteran, and the club member—in an atmosphere of good will and general concern over the part to be played by the civilian in times like these. It tells what has been done already and what is being done by group action and by individual action. It tells about scores of other things that can and should be done by you and your friends, by your club or organization, in your own home town, in your own immediate neighborhood.

Democracy in Action, series of pamphlets (Council for Democracy, 285 Madison Avenue, New York, N. Y., 10 cents). The object of these pamphlets is to help Americans to understand the basic issues on which they must make decisions today. These studies are prepared in popular and readable language, and are based on authoritative research. They present facts behind the issues, discuss their implications, suggest practical plans of action, which may be carried out by individual citizens and organized groups.

No. 1. Freedom of Assembly and Anti-Democratic Groups.

No. 2. Community Employment Problems Under Defense.

No. 3. The Negro and Defense.
No. 4. Financing Defense.
No. 5. America's Free Schools.
No. 6. The Public and Strikes.
No. 7. Advice Through Crisis.

The U. S. O. at Work (United Service Organizations for National Defense, Inc., Empire State Building, New York, N. Y., free upon request). A description of how the U. S. O. started, is now working, and its program of action.

Dynamic Democracy—How American Youth, Through Own Organizations, Work to Strengthen America, by Harrison M. Sayre (American Education Press, Inc., 580 Fifth Avenue, New York, N. Y., free). A pamphlet outlining the educational objectives of leading youth organizations, such as church and youth programs— Prostestant, Catholic, and Jewish; Boy Scouts; Girl Scouts; Camp Fire Girls; 4-H Clubs; etc. The pamphlet shows how these can readily supplement existing school programs.

Group Leadership in the Present Emergency (American Association for the Study of Group Work, 670 Lexington Avenue, New York, N. Y., 1940, 15 cents per copy, 12 copies $1.50). A pamphlet stating the part to be taken by group leaders, board and committee members, executives, supervisors, and other persons actively related to agencies engaged in recreation and informal education in a program of national defense.

A Guide to Community Coordination (145 West 12th Street, Los Angeles, Calif., 25 cents). The ways cities and towns under 25,000 in population can set up community or neighborhood councils.

Democratic Education (American Council on Public Affairs, 1734 Eye Street, Washington, D.C., 25 cents). A platform for education in the national defense program, with descriptions of areas in which schools and communities can contribute toward the defense of democracy in the education of youth.

Democratic Education Series (The Service Center, Progressive Education Association, 221 West 57th Street, New York, N. Y.). A series of bulletins containing practical material for putting the platform described in "Democratic Education" into action. There is a bulletin for each area described. Prices vary from 25 to 50 cents each. Bibliography No. 7, "Suggestions for Education and National Defense," (30 cents) contains a very helpful book list. Bulletin No. 4 contains suggestions for service projects (50 cents).

Meeting New Responsibilities for Defense, by Edna d'Issertelle (American Association for the Study of Group Work, 670 Lexington Avenue, New York, N. Y., 1941 25 cents). A study outline.

Progressive Education Magazine, October, 1941 issue (221 West 57th Street, New York, N. Y., price single issue, 50 cents). A report of the International Conference of New Education Fellowship held at Ann Arbor, Michigan. Educational leaders from South and Central America and temporary refugees in the New World, along with many North Americans, discussed and planned for educational plans for the peace to come.

Group Work in a Year of Crisis, Edna d'Issertelle, Editor (American Association for the Study of Group Work, 670 Lexington Avenue, New York, N. Y., 1942, 50 cents).

Democracy and Education in the Current Crisis (The Faculty of Teachers College of Columbia University, Bureau of Publications, 525 West 120th Street, New York, N. Y. Single copies free; 100 copies $1.80).

Speak Up for Democracy by Edward L. Bernays (The Viking Press, 1940, $1.00). What to say and how to say it.

Camping in a Democracy (Association Press, 347 Madison Avenue, New York, N. Y., 85 cents).

You Can Defend America! (Judd and Detweiler, Washington, D.C., 1941, 10 cents; distributed by American News Company; obtainable in quantities from publisher or Moral Re-Armament, 60 Gramercy Park, New York, N. Y.). Admiral Byrd says this presents a philosophy of total defense for the nation.

American Council on Education Studies*

Education and the National Defense (June 1940, 25 cents).

Organizing Higher Education for National Defense, the report of a conference called by the National Committee on Education and Defense, held in Washington, D.C., February 6, 1941—Series 1, No. 13, March 1941 (50 cents).

A Practical Working Kit of Teaching Materials for Defense, prepared through cooperation with Educational Policies Commission, contains the following six pamphlets, price of set, $1):

Our Democracy.
How May We Defend Democracy?
Suggestions for Teaching American History in the Present Emergency.
The Schools, an Arsenal of Democracy.
How You Can Strengthen Democracy.
Documents of Democracy.

Educational Policies Commission**

Education and the Defense of American Democracy (July, 1940, 10 cents). Pamphlet.

Mimeographed Releases:
Defending American Democracy.
The Newspaper and National Defense.
The Library and National Defense.
Motion Pictures and National Defense.
America and Defense.
Home and National Defense.
Radio and National Defense.
National Defense Needs.

*744 Jackson Place, Washington, D. C.
**National Education Association of the United States and the American Association of School Administrators, 1201 16th Street, N.W., Washington, D. C.

SOME BOOKS

The Religions of Democracy, by William Adams Brown (National Council of Christians and Jews, 300 Fourth Avenue, New York, N. Y., 1941, $2). The spirit and letter of true religion and true democracy are set forth in this book. Written simply and directly by outstanding theologians and philosophers of the three main religious groupings.

Pan American Union Publications for Western Hemisphere relations.

National Defense! How Can I Help? by an American Family (Hawley Publishing Company, Inc., Redding Ridge, Conn., 1940, 25 cents—distributed by American News Co.). How one family — father, mother, two children — thought through their part in national defense.

Program on National Defense for Organizations (General Mills, Inc., 80 Broad Street, New York, N. Y., free). Helpful materials for those who are developing activities for and with Girl Scouts along the lines of homemaking, nutrition, health, buying, recreation, and community education.

America in a World at War (Farrar and Rinehart, 1941, 10 cents). For background information. A series of short accounts of current international topics written by historians, economists, lawyers, and scientists.

RADIO*

As the ever-quickening tempo of national and world events unfolds, it becomes increasingly important to our national unity that all our citizens be informed quickly. The largest audience in the quickest time can be reached by radio. For this reason, we find the nation's leaders in all walks of life and our ablest radio talent cooperating willingly to keep the people informed about the progress in national defense and how each one of us can do our part.

Everyone listens to the radio at some time or other and many of the best programs have great possibilities for use with a group of girls or leaders of girls. Below are listed a few of the programs, which will help listeners to learn about the internal workings of our government, keep informed on national defense and our own parts in it, and become familiar with the roles that our own and our neighbor countries are playing in the struggle to maintain a democratic way of life.

Besides listening to pro-democracy programs to keep better informed, scripts and recordings can be used in meetings to point up a subject, radio programs can be put on where talent and ability is available, regional or local stations can be requested to carry pro-democracy programs, and our approval or disapproval of a program can be registered to broadcasting stations.

Weekly Series of Radio Programs

The following programs are listed to show how much help is available

*As of February, 1942.

through radio. As radio programs shift their schedules, check with the local newspaper before using this list. It is as accurate as it can be made at this time.

What Can I Do?—Blue Network Company. Thursdays, 11:15-11:30 NOON EWT.* A new series devoted to women's place in national defense, presented in response to oft-repeated and persistent questions of American women who are looking for ways in which they prove useful in the defense effort.

I'm an American—Blue Network Company. Sundays, 12:15-12:30 P.M. EWT. Presented with the cooperation of the Immigration and Naturalization Service of the United States Department of Justice, this series introduces to listeners distinguished naturalized Americans who discuss the democratic way of life.

Consumer Time—NBC Red Network. Saturdays, 12:15-12:30 P.M. EWT. Tips for consumers, produced by the Consumers' Council in the Department of Agriculture, in cooperation with Defense and Non-Defense Agencies of the United States Government working for consumers.

Listen America—NBC Red Network. Sundays, 3:30-4:00 P.M. EWT. Presented in cooperation with the Women's National Emergency Committee, this series stresses the importance of proper nutrition in building up bodies, as well as minds, for national defense. Along with discussions by authoritative speakers, dramatic sketches are presented featuring stars of stage, screen, and radio.

Report to the Nation—CBS. Tuesdays, 9:30-10:00 P.M. EWT. This informal factual series brings the American people a report each week on the inside workings of their government. Each program describes the government's operation in a problem or event rich in public interest.

Calling Pan-America—CBS. Saturdays, 6:00-6:30 P.M. EWT. The Columbia Broadcasting System takes another step toward bringing the Americas closer together. Heard throughout the Western Hemisphere, this new series originates in a different capital each week, "calls" a different nation to the microphone with a vivid radio-picture of its daily life and culture.

The People's Platform—CBS. Saturdays, 7:00-7:30 P.M. EWT. Lyman Bryson entertains four Americans at dinner and draws them into an extemporaneous discussion of current problems and an informal exchange of ideas.

Columbia's School of the Air of the Americas—CBS. Mondays through Fridays:

Eastern Time Zone, 9:15-9:45 A.M.; Central Time Zone, 2:30-2:55 P.M.; Mountain Time Zone, 9:30-10:00 A.M.; Pacific Time Zone, 1:30-2:00 P.M.

Mondays— *Americans at Work.* Men and women throughout the Americas engaged in basic occupations.

Tuesdays—*Music of the Americas.* Folk music and art music of North, Central, and South America, and the relation of music to our work and play.

Wednesdays—*New Horizons.* "Lands of New World Neighbors" and their discoverers, explorers, and colonizers.

*Eastern War Time.

Thursdays—*Tales from Far and Near.* Children's stories of people and places in the New World, by contemporary authors.

Fridays—*This Living World.* Significant events in world news and the interrelation of the history and current problems of the Americas.

Radio Scripts

Many local Girl Scout groups are already sponsoring several radio programs a year, or a series of programs. A group with experience in radio production or some dramatic work could offer real service to the community by putting on pro-democracy radio programs.

A few of the organizations and agencies distributing radio scripts are listed below. Write for a catalog or list of available scripts before deciding what type of program you might present.

Public Relations Division, Girl Scouts, Inc., 155 East 44th Street, New York, N. Y.

Radio Scripts Exchange, Federal Security Agency, Washington, D. C.

Radio Scripts and Recording Exchange, American National Red Cross, Washington, D. C.

The Free Company Series—Thirty-minute programs consisting of especially written pro-democracy scripts by some of America's foremost authors and playwrights. (May be obtained from Columbia Broadcasting System, 485 Madison Avenue, New York, N. Y., 10 cents). Permission must be obtained to use the following as rebroadcasts:

1. "The People with Light Coming Out of Them" by William Saroyan.
2. "The Mole on Lincoln's Cheek" by Marc Connolly.
3. "An American Crusader" by Robert E. Sherwood.
4. "One More Free Man" by James Boyd.
5. Script not obtainable.
6. Script not obtainable.
7. "His Honor, the Mayor" by Orson Welles.
8. "A Start in Life" by Paul Green.
9. "The States Talking" by Archibald MacLeish.
10. "The Miracle of the Danube" by Maxwell Anderson.
11. "Above Suspicion" by Sherwood Anderson.

Radio Recordings

There are two kinds of recordings of radio programs: (1) records with a speed of 33⅓ revolutions per minute that must be played on a special playback machine which is used for rebroadcasting; and (2) records with a speed of 78 revolutions per minute that may be played on any good phonograph and used in troops, classrooms, club meetings, etc., as part of a program.

The following recordings stressing patriotism are available:

Cavalcade of America (duPont Series)—A series of six "Cavalcade of America" programs have been recorded and may be used by Girl Scout councils on local radio stations. These transcribed programs may be ordered from National Headquarters at a rental fee of $9 for the whole set, but are not rented separately. The radio plays selected are: "Jane Addams;" "Dr. Franklin Takes it Easy;" "Heroes of the Sea;" "William Penn;" "Young Andrew Jackson;" and "The Undefended Border." A booklet explaining this project and a Broadcasting Kit will accompany the recordings to aid councils in their presentations. The concern of the Public Relations Division in selecting these programs has been two-fold: first, to bring a vital message of what this country stands for to the youth of our nation, and second, to provide fine entertainment.

I'm an American—4 recordings of 78 r.p.m. records, 5 minutes each (Linguaphone, Inc., 30 Rockefeller Plaza, New York, N. Y.—$2 each). The Department of Justice, Washington, D. C., will lend 13 recordings of the "I'm An American" series to any local broadcasting station for rebroadcast without charge. This service is available only to radio stations, but local Girl Scout councils could ask their local stations to use these.

Americans All—Immigrants All—24 recordings. Each program is a set of three records, 78 r.p.m., thirty-minute program. A manual of complete instructions for use and suggestions for making the most of these broadcasts in clubs, troops, schoolroom or adult groups accompanies the series. (Linguaphone, Inc., 30 Rockefeller Plaza, New York, N. Y.—$4.75 for set of three.)

Per. D-2-42
3-43

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For Leaders, Camp Counselors and Trainers